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ABSTRACT

Designed primarily for use by ward personnel in residential facilities for the mentally retarded, the manual presents an overview of recreational services. Four papers introduce the importance of recreation and consider approaches for its provision: "Why Recreation?" (W. Lawler); "The Role of the Attendant in Providing Recreation for the Retarded" (F. Chapman); "Selecting Activities to Fit the Retarded" (G. Bensberg); "The ABC's of the Fourth 'R'" (V. Dobbins). The remainder of the handbook is composed of descriptions of active games, music and rhythm activities, quiet and table games, arts and crafts, and homemade games and equipment that are suitable for use with mentally retarded individuals. Entries list information on the number of participants, play area required, and play procedures for each activity. (CL)

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RECREATION FOR THE MENTALLY RETARDED

A Handbook for Ward Personnel

Prepared by

SREB Recreation Committee
The Attendant Training Project

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

1964

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Foreword

This handbook is designed primarily for use by the ward personnel in residential facilities for the mentally retarded. These personnel may be referred to as cottage parents, attendants, nurses aides, psychiatric aides or matrons. These are the personnel who staff the wards, cottages, or dormitories where the retarded sleep and frequently spend most of their waking hours. Because of the variety of terms used in different states, it is not possible to select one which would be acceptable to all. Although the term *attendant* is not necessarily the most descriptive nor most widely used, it will be used throughout the handbook. Clearly, the Committee intends that it be used in its broadest meaning. Not only does the word "attend" mean "to wait upon," but also "to meet the needs of . . . ."

A similar problem in terminology arises when we refer to the retarded. In some institutions, they are referred to as patients and in others as students. Quite often they are unofficially referred to as children, whether they are eight or eighty years of age. The term *resident* will be used in the handbook to refer to the retarded living in a residential facility.

Recreation For The Mentally Retarded was developed as part of the Attendant Training Project sponsored by the Southern Regional Education Board. From the beginning, the success of the project has depended upon the cooperation and participation of the staffs of the 35 state residential facilities located within the Southern region. The administrators of these facilities have not only given freely of their time but have also encouraged their staffs to provide assistance in a variety of ways.

The enthusiastic response of the participating institutions reflects the growing awareness and acceptance of the important role played by the attendant. The professional staff and other personnel, such as those in food service, provide helpful and necessary assistance to the retarded. However, it is the attendant or cottage parent who is likely to spend the most time with the retarded individual and who forms the closest relationship with him.

For many years, the role of the attendant was viewed as a custodial one. He was expected to meet the basic physical needs of the resident. This included feeding, bathing, clothing and providing supervision to prevent the residents from injuring themselves or others. We now know and accept the concept that the retarded individual has all of the needs of the normal or gifted person. He needs not only the food and protection which may sustain life but *he also needs a life to live*. The attendant is one of the major resources for providing the kind of acceptance and emotional support to make life meaningful. The attendant is also the person who can provide opportunities for the resident to learn more about himself, the environment in which he lives, and how to get along in that environment.

Other handbooks are now being developed to provide assistance in areas of training and physical care. This handbook focuses upon recreational activities which can be carried out by attendant personnel. It should prove of value to others who may have an opportunity to work with the retarded in day care centers, schools, camps and social clubs.

In writing the introductory chapters which deal with the principles of recreation as well as in the selection of games and activities which follow, every attempt was made to keep the material simple and practical. Because of this, any interested person should be able to use the handbook as a guide in leading recreational activities, without help from those trained in recreation. However, it is likely to be much more meaningful if such training is provided. In the institutional setting, it would seem *highly desirable for the recreation department to develop a short course in ward recreation for the attendant personnel.* This could be done as part of the formal attendant training program.

The attendant does not function in a vacuum. He has pressures applied from the administration, the professional staff, the supervisors and the residents themselves. All of these individuals make demands upon his time to carry out various tasks and ward procedures. Although institutions vary in their resident/attendant ratio, none would agree that they had sufficient personnel to carry out all of the desirable programs. However, if the value of recreation is appreciated, time can be found, even in the most understaffed facility, for organized play and free play. Encouragement and support from the administrative and professional staff are required if the attendant is to carry out these activities.

This handbook is dedicated to those for whom it is intended. May the psychiatric aides, matrons, nurses aides, cottage parents, child care workers and attendants find it useful in achieving the goals which most of them have for the residents living on their units. My deepest appreciation is extended to the Handbook Committee and particularly its Chairman for making this publication possible.

Gerard J. Bensberg

Acknowledgements

Many individuals and organizations made major contributions to *Recreation For The Mentally Retarded*. The Chairman gratefully acknowledges the invaluable assistance and support of the SREB Recreation Committee: Mr. Ben Barker, Miss Virginia Dobbins, Mr. John Duke, Mr. Neland C. Hibbett, Mr. Coates Stuckey, Mrs. Geneva Tucker, and Miss Mary D. Voigt.

The assistance and cooperation of SREB through the competent leadership of Dr. Gerard J. Bensberg, Director of the Attendant Training Project, has contributed to this publication in a most significant way. We particularly wish to acknowledge the contributions of the superintendents and staffs of the institutions throughout the nation for their submission of material, recommendations and evaluations.

The Chairman is grateful to Mr. John Placke, Recreation Director of Travis State School, both for using and evaluating this material with attendants and residents prior to final publication. The Committee is also indebted to the secretaries of the Chairman; Mrs. Frances M. Fonck, and Dr. Bensberg; Miss Eugenia Maxwell and Miss Josephine Yde for their efforts throughout the entire project.

Finally, the Committee is indebted to the National Association for Retarded Children, The Gracewood State School and Hospital, and the Sunland Training Center at Marianna for providing photographs which appear in this handbook.

William T. Lawler, *Chairman*
SREB Recreation Committee

Explanation of Index

The members of the Recreation Committee felt that it was unnecessary to rank the activities according to the level of the child because: (1) the attendant should know what games and activities are suitable for his residents; and (2) if a restriction was placed on any activity, this might tend to cause the attendant not to use those which could be challenging and stimulating to his residents. The decision to eliminate such coding was also due to the different classification systems used by various institutions. Observation has also shown that activities used by one institution may not be best suited for other facilities.

The blanks on the left (in the activities section) are provided for the convenience of each institution or agency using this handbook. It permits the insertion of coding information which would be of most help and guidance in choosing activities. An institution might wish to code on the basis of the severity of retardation. Or, it might be helpful to indicate whether or not the activity is suitable for ambulatory, non-ambulatory or wheelchair residents. These blanks may also be used to rate the individual activities. For example, each institution may wish to develop a code system to cover the excellence of the individual activities or which activities might be used on specific wards or cottages. This may be a joint endeavor of the administration, training department, recreation personnel and attendants. This should make the handbook more worthwhile and more easily used on the wards.

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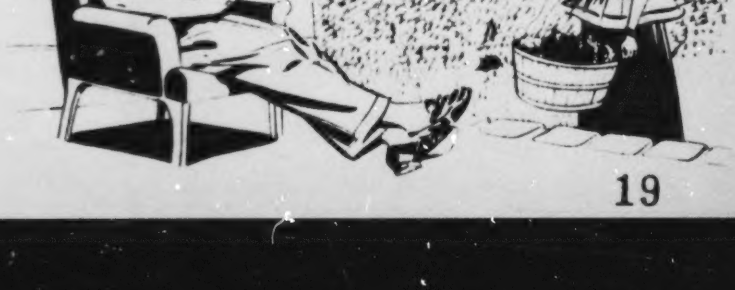
1

Why Recreation?

by William Lawler

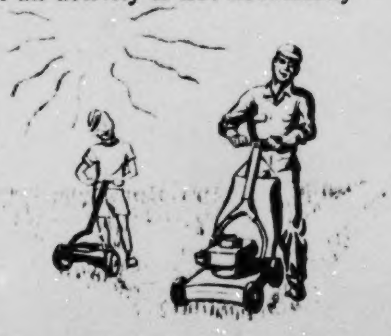
The definitions of recreation used today are about as numerous as the benefits which come from this wholesome use of leisure time. It is most difficult to give any one clear and complete definition of recreation, since it means different things to different people. What is considered recreation by one person may be work for another. A doctor living in suburban Chicago once remarked that his wife considered digging in her flower garden as recreation, while he considered it simply as hard work. His conception of recreation was sitting in his rocking chair on his back porch sipping a coke and watching his wife do the digging. Why did these two individuals look at the same activity so completely differently? The doctor had grown up on a farm in Alabama where "working the soil" was his means of a meager livelihood as a youngster and he now rebelled against such activity. His wife had been raised in a crowded apartment section of Chicago where live flowers were almost unknown, and she enjoyed this change in her surroundings and mode of living. Digging in the soil and growing beautiful flowers were fun to her and enriched her life. From this



example, one may easily define recreation as fun and enjoyment received from doing some activity. The writer has always felt the following definition, simple as it is, most appropriate: "If it's fun, it's recreation!" Another definition of recreation might be: "Any form of leisure time experience or activity in which an individual engages because of the enjoyment and satisfaction it brings to him."

With the shorter work week, entire cities and large industries have developed extensive recreation programs for the "profitable use of leisure time." Such activity programs are rapidly being accepted as of utmost importance for social, physical and psychological development, as well as for mental stimulation and emotional health. The use of recreation to reduce juvenile delinquency and other problems encountered by both youth and adults is generally accepted favorably by the public today. Surely it can be said that recreation should be one of the important aspects of our way of life for increasing our ability to adjust to and enjoy the world around us.

Thus, recreation is very personal and does not mean the same thing to all people. We can think of an activity as recreation only when the activity gives satisfaction to certain desires and needs. Professional baseball, as a vocation, is not recreation for the player. However, watching it may clearly constitute recreation for the spectator. Everybody has preferences and dislikes, so just engaging in an activity is not necessarily recreation. Consider the father who mows the lawn at the end of a hard day's work and detests it, while his six-year-old son runs beside him with a toy lawnmower having a wonderful time! *The important thing is what the activity does for the individual, not what the individual does for the activity.*



Play is very important to a child because it is a way of expressing himself. It is very important to his growing up process. His entire world centers around play. It is a time when social and character values are woven into his personality. Recreation constitutes an outlet for many needs. Take aggressiveness as an example. The desire to pick, push, punch, stretch—to show we are men and women, or boys and girls—is healthy when controlled but unhealthy when out of control. Certain forms of recreation offer socially acceptable outlets for this need to those who would seek them. Another need often met by recreation is that of "belonging." It is shown by wanting to belong to a gang, a family, a club, a committee, or an athletic team. People like to feel, "This is my group, they need and want me, and I want them." Another purpose of recreation is the satisfaction it provides in creative activities.

The development of social skills and understanding is essential to pleasant group living and the residents for whom we provide. As institutional employees—and certainly as attendants—we must realize the importance of recreation for our residents and increase our efforts toward providing such activities for those entrusted to our care. We cannot fulfill our obligations to the residents nor ourselves until we do. A fuller, happier and more worthwhile life for all will be our reward.

Meeting the recreation needs of the retarded is not always simple. We would like to see recreation become an entirely voluntary experience for this group, but we all know that this sometimes fails. Many residents will act voluntarily while others, if left alone, will sit and do nothing. Of course, all of us may be passive spectators at times, but reference here is to the chronic non-participants. Motivation is necessary to make them want to participate. We, therefore, have two chief obligations in planning meaningful recreation for the mentally retarded: first, to offer participation for as many as will take part; and second, to motivate and expose the disinterested to many forms of recreation in order to help them participate in those activities best suited to their own needs and interests.

Recreation should not only be therapy, in its strictest meaning, but should also give to the resident experiences which aid in his development. Perhaps you have a shy or withdrawn resident on your ward who is rather slow and does not participate readily. He sometimes can be reached by bringing him into a simple group activity. For example, using a rope, to which the residents hold onto and raise over their heads and lower, gives the feeling of working together and having a neighbor. It is simple, and yet, it is a start. From this meager beginning, movement to more advanced activities may be possible.

It is very important to realize that recreation may not always serve its basic purpose. We are often too ready to say, "He is musically inclined so let's put him in the music program." This may be all right if we do not stop here. Certainly, efforts should be made to include residents in a varied program of enjoyment. However, that which may appear to us to be recreation may be complete misery for the resident. He must be the one who chooses when possible. It is our responsibility to be ready to evaluate the resident's recreational needs and capabilities and, when necessary, modify his individual program of activities.

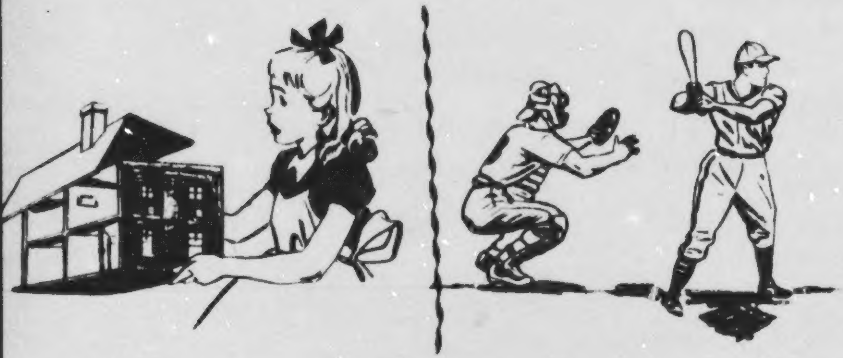
Each of us is interested in what might be done to offer our residents better recreation; however, too many of us often lack the initiative and creativity to develop activities or equipment necessary to conduct such activities on the limited budgets we have. Too, we often focus on that group of residents who can adapt to specific activities of our recreation program rather than focus on ways to adapt our programs to the residents. Some of the best recreation programs are developed by farsighted and imaginative personnel with limited funds. Likewise, some of the poorest programs are carried on by disinterested, unimaginative personnel with almost unlimited budgets. We must accept this one fact—the resident needs and deserves the best we can give him regardless of funds and other limitations. We, as professional staff and attendants, also need to know for our own satisfaction that we have given those entrusted to our care everything within our power which will foster maximum social, emotional, and intellectual growth and happiness.

Many times we too readily accept the traditional recreational activities such as movies, sports, dances, and the like, as the major part of our activity program. This should no longer be accepted without examination. The changing character of our resident populations will dictate that recreation be geared to serve more severely retarded individuals. We are also prone to ignore certain areas because they require expensive or special equipment which our budgets will not allow. For example, many people would like to see a game room in their institutions, equipped with shuffleboard sets and other similar devices. However, they give up the idea because funds will not permit it. The same thing applies in the case of special equipment for the more severely retarded. Where funds are not available for providing the very best in equipment, initiative and ingenuity must take over to develop substitutes which will serve the same general purpose. We do not need $600 shuffleboard sets when our maintenance departments can provide very functional equipment of a similar nature for less than $10 per unit. Many other pieces of equipment fall into this same category and can be made at such a low cost that they may be made available to all buildings, not just the recreation area. Many of these improvised "institution-made" games actually serve the needs of special groups of retarded better than the original or more expensive commercial units. For one thing, their size and parts can often be tailor-made to fit the specific situation. For example, they can be made the right height for wheelchair residents or the correct width to fit between beds on the bedfast wards. We must first determine the needs of our residents and then develop those programs and facilities which meet these needs—regardless of limitations. Imagination and ingenuity will continue to be our greatest assets in developing and expanding our program of activities for the residents as well as ourselves. Let's use them!

Some institutions seem to operate their recreation activities on the old fallacy, ". . . a program for the program's sake," rather than for the sake of the residents. For example, one institution visited by the writer has a large and well equipped gymnasium as well as large playrooms on each cottage. Their activities included swimming, roller skating, Scout work, movies, horseback riding, television, an excellent music program (including glee clubs, choir, band, piano, etc.) and many others. To many of you, with limited facilities and personnel, this must undoubtedly sound wonderful. Properly used, there could be no objection to any activity found and certainly the personnel and facilities were adequate. However, with the attitude that existed within the institution, the entire program amounted to a simple use of spare time. Furthermore, there was no opportunity to develop the social skills and character required to get along with members of the opposite sex in a socially acceptable manner. There were no dances, no social activities with mixed groups, no mixed parties—nothing with a normal setting. The buildings were open, but the residents were not actually allowed freedom on the grounds. They were escorted in segregated groups to every activity.

It is our responsibility to do our best to rehabilitate (perhaps habilitate would be a better word) as many residents as possible. This may enable them to return to the community having learned more mature social skills. How can this be done if we treat the residents abnormally while in the institution? How can they ever adjust to a so-called normal society after living for years in an abnormal one? An institution should be operated on the principle that every resident, regardless of his mental ability, is an important human being to be given every possible freedom and opportunity with which he or she can cope. The building should be "open" whenever possible and the residents given freedom on the grounds as much as possible. Many children enter an institution with so many failing experiences in their past that they cannot stand many more, not even a defeat in a baseball game. They very much need the therapy derived from free play, as well as the sort of play they get in organized games. Recreation in an institution is not a waste of time, and it is not something to which we send residents in order to get rid of them. It is an important part of the institutional program and should always be considered as such.

To find adequate time for recreation in a busy institutional program, filled as it is with school work, chores, personal duties, and religious services, requires very special planning. The exact amount of time a resident needs for recreation is a disputed question. However, it is generally agreed that a minimum of two and a half hours a day is essential for the younger residents. Four hours would actually be better. At least half of this time should be devoted to active or out-door recreation. The rest may be spent in quieter activities, indoors or out, in reading, table games, music, television, dramatics, etc. Part of the older residents' time should be devoted to organized team play in games like volleyball, baseball, or spent in such group activities as hobby classes or putting on a play. This should be coordinated with the rest of the institution program. Each child should also have some part of the day to play alone or in activities of his own making. In an institution where opportunities for individual initiative are limited by circumstances, this time for free play is particularly important. It is one of the child's best channels for developing his capacity for independence and resourcefulness.



Most of the residential facilities for the mentally retarded now have 70 to 80 per cent of the residents in the profound (dependent) and severe (trainable) levels of retardation. It would be wonderful if we could return 75 per cent of our residents to the community as in the case of the mentally ill. Research, in the future, may give us some better solution to the training or treatment of these individuals. However, until this happens, we must plan our programs to meet the needs of those who remain in the institution, as well as those who are going to return to society. Recreation with the severely retarded not only adds to the happiness of the residents, but helps them learn new skills, reduces illness by providing wholesome exercise, and reduces behavior problems making them more manageable.

In one institution, the severely retarded were never permitted to go to the commissary to buy candy or drinks. They were felt to be unmanageable, particularly since they would not keep their clothes on. It was also assumed that they would not particularly enjoy the experience. An interested attendant obtained permission to try to teach the boys to "earn the right to enjoy this activity." When he first began, they could not even line up and walk together. He started out by tying a rope to each boy and they had to walk in a line. After a period, holding on to the rope was all that was required. It was not long before they were able to go to the commissary and return with very little guidance on the part of the attendant. In addition, they had fewer incidents of temper tantrums and clothes tearing. In another institution, the severely retarded were not permitted to take bus rides because it was felt they would wet or soil the bus seats. After some urging this was permitted and remarkably few incidents of this nature have been reported. These were supposed to be "untidy" patients.

With the rapidly increasing number of profound and severely retarded residents, ward recreation is becoming more important. The ward or cottage is home to many such residents, so why should they be deprived of the normal activities other residents enjoy in their homes? Meeting these needs for fun and social development is one of the major responsibilities of ward personnel.

Television, which most of you have on your buildings, has met a need you were formerly unable to meet with limited staffs. It has also eliminated the need for ward movies in most cases. Musical programs on the cottages by resident bands and musical groups from high schools and colleges are entertaining and give the residents an opportunity to talk with outsiders and make new friends. Weekly or monthly volunteer parties on the cottages are excellent and good for public relations. A volunteer can sell your institution to the public where you often may fail. Other activities that are easily arranged are horseshoes, washers, school parties, volunteer religious services, off-campus trips to ball games, fairs, circuses, etc. Never pass up an opportunity for a special occasion such as Easter, Fourth of July, Hallowe'en, Christmas, and Independence Day. Give the residents extra variety by schedul-

ing street dances, Sadie Hawkins' dance, carnivals, bingo parties, watermelon festivals, and many other such activities that raise the morale of the entire resident body. Ball-rolling boards, wheels of fortune, bowling booths, ring toss booths, doll chunking shelves and many other types of carnival equipment may be made by carpenter shops or in manual training classes at very little expense. Volunteers can collect prizes for the carnivals and help run them. This is something festive and adds color to the lives of the residents.

Remember, social adjustment comes before rehabilitation and no one in the institution can do more in this field than attendants and recreation people. They can give confidence to all the residents, those who remain in the institution as well as those who are rehabilitated to productive economic living. Some people say that institutions go to extremes to give their residents more recreation than people have on the outside. Perhaps they do—it is hoped so. They deserve more to replace other normal things they cannot possibly have. Your answer to a person asking the question should be: "Would you trade places with our residents?" *"Would you?????"*

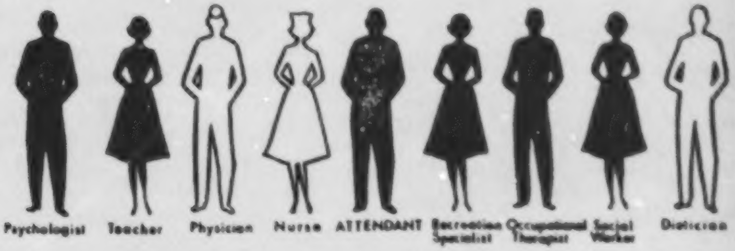
The Role of The Attendant In Providing Recreation With The Retarded

by Frederick Chapman

Nine guideposts describe the role of the attendant in his work with the mentally retarded. Follow these concepts and your work will provide untold benefits for you and those you serve!

Your Relationship to the Treatment and Training Team

The staff of an institution is a functioning unit which can provide coordinated services for those who need specialized help. Good team performance requires individuals with specialized training and responsibilities. Visualize a ball game with nine team members. Important positions on the team are held by the dietitian, nurse, occupational therapist, psychologist, recreation specialist, social worker, physician and the teacher. Additional help is also needed from many others such as volunteers and parents. However, the attendant is an important and necessary member of this team. His influence upon the life of the retarded residing on his unit cannot be underestimated.

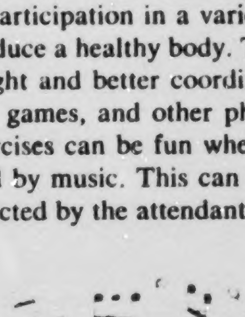

Psychologist
Teacher
Physician
Nurse
ATTENDANT
Recreation Specialist
Occupational Therapist
Social Worker
Dietician

Knowing those with whom we work is essential in order to make progress. The attendant cannot operate in a vacuum and needs the support of other specialists in order to gain the best response and improvement in the residents. It takes many hands to secure satisfying results on the job.

What to Expect from Recreation Activities

Whatever one does in leisure time that is free, enjoyable, wholesome and without force can be described as recreation. Since this is refreshing and lifts the spirits, noticeable results can be observed in the resident's behavior and adjustment. Our goal is not to develop athletic skills or artistic creations, but to aid in the individual's personality and social betterment. The attendant should use sports, games and social activities as means toward ends. The ends or goals we seek are better physical and mental development as well as social adjustment. Because the attendant is such an important person in the life of the resident, the manner in which he presents the activities will make the program a success or a failure.

Participation in a variety of recreational activities helps to produce a healthy body. The boy or girl will become less overweight and better coordinated when opportunities for walks, ball games, and other physical activities are available. Even exercises can be fun when played like a game and accompanied by music. This can be a highlight of the morning when directed by the attendant.



Residents become more graceful with better motor development when recreational activities are led by the attendant. One's grace, balance, strength, coordination, fitness, and charm depend upon opportunities of participation in selected athletic, social, literary and group activities. Meaningful recreation activity that involves some routine, repetition, color, incentive and fun can help the resident in your cottage or ward.

Attitudes on the Job

The attendant who has the proper attitude toward his job will not only help his residents but also will find his work more rewarding. Let us look at two attendants:

Mr. Brown views his work as a clock-punching routine. He carries out very few recreational activities and considers his main job as keeping his ward clean and the residents quiet and orderly. Those under his charge may become restless and prone to mischief, accidents, and general deterioration.

Mr. Jones sees his career as a humanitarian endeavor. He knows the residents in his cottage and takes pride in their daily improvement. His work is actually easier because the residents respond and cooperate. Mr. Jones is respected by his fellow workers. He is sought after and finds that promotion and satisfaction characterize his role as an attendant.

Six commonly accepted attitudes that could be adopted by attendants working with the mentally retarded are:

1. Active friendliness
2. Kind firmness
3. Concern
4. Patience
5. Sense of humor
6. Acceptance

The attendant who works with the mentally retarded should invariably exemplify the attitude of *active friendliness*. Boys, girls, men and women tend to cooperate and respond better to the understanding attendant who shows initiative and warmth in the activities of every day.

Kind firmness is necessary in order to keep the group working and playing together as well as to help the resident learn to adjust to rules and standards. You should be consistent in your daily discipline and procedure. Concern and supervision is particularly necessary during free play. Not only does this help prevent accidents and residents from hurting each other but it also lets the resident know that you are interested in him and his activities. *Patience* is required to be satisfied with slow progress and to adjust to the petty annoyances which frequently arise. A *sense of humor* will go a long way toward gaining the respect and cooperation of the residents. To participate in their play and to laugh at your own mistakes as well as to see humor in many of their activities makes your job more complete. Your *acceptance* of each retarded person on the ward as a human being will automatically cause you to behave in a positive manner. This does not mean that you love them as your own children. Nor does this mean that you do not get annoyed with them. However, you respect them as people worthy of receiving your best.

Traits that Characterize Leadership

The attendant who does a good job and who finds satisfaction in his work usually possesses the following characteristics and abilities:

Positive personal and job attitudes
Ability to organize his work
Job skills

Residents respond best to an enthusiastic leader who finds his job personally rewarding. Daily duties need to be organized to include directed activities and free play in addition to "routine ward procedures." The participation and interest of the attendant will encourage the residents to accept and enter into the activities with enthusiasm.

Types of Recreation Activities

A balanced program includes a variety of activities under the leadership of those who work day-to-day on the ward. Following are ten program areas that constitute the field of recreation:

1. Arts and crafts
2. Audio-visual activities (films, records, etc.)
3. Dances
4. Drama (plays, acting out stories, etc.)
5. Hobbies and special interests
6. Music
7. Nature and outings
8. Social recreation
9. Special events (holiday festivals, circus, etc.)
10. Sports and games

The attendant can lead various activities within any of these areas with success. Skillful programming requires a balance between physically active events (softball, dances, etc.) and quieter relaxing activities (crafts, watching sporting events, etc.). The retarded can be exposed to several activities each day that are varied and easily directed by the attendant.

How to Get Response from Participants

In order to develop a readiness for participation, it is necessary for the attendant to carry out some preliminary planning. Persons react best when all conditions are favorable to fun and enjoyment. Some hints for obtaining a good response are described in these five considerations:

1. *Environment*—Check for all favorable environmental conditions. The total surrounding includes: *a.* comfortable temperature; *b.* proper space for activity; *c.* appropriate clothing; *d.* minimum of distracting noises.
2. *Supplies-Equipment*—Have supplies and suitable equipment ready in advance.
3. *Timing*—Coordinate with other institutional routine. Aim for a minimum of conflict with other scheduled events. Try to stimulate free play when you have to be busy with other tasks such as taking inventory.
4. *Rules*—Clearly explain directions. Demonstrate how the game should take place. Stop the activity when the residents are still at a high point of interest so that they will look forward to doing it again with a recollection of fun and enjoyment.
5. *Set Example*—Do the activity with the players. Do not sit on the sidelines and watch. Get into the spirit and swing of the event—and enthusiastically participate yourself!

Making Discipline Work

Recreational participation requires team effort and adherence to a set of values. The game of life works best when a pattern of rules gives fair recognition to each player. When children misbehave, they need to be taught the difference between right and wrong. A responsibility of the attendant is to teach values that respect law, authority and democratic judgment.

When participants do not follow established practices and disregard the rights of others, these principles should be considered:

A. Counsel and talk with the offender—immediately and in private if possible. Be stern yet kindly in explaining the importance of cooperation.

B. Restrict privileges. This penalty when explained and carefully followed through is one of the best methods of punishment.

C. Often the troublemaker will respond to recognition and responsibility. (For example, you might let him be a leader or a scorekeeper.) Eliminate (from an activity) and reject the person (from the group) as little as possible.

Seasons and Holidays in Recreation

A part of any great country's culture is that of holidays and other festive seasonal events. The world of the mentally retarded must also include this concept. The institutional community also serves as an extension of American life. Such times as Valentine's Day, Easter, Independence Day, Thanksgiving and Christmas need to be remembered in the cottages. These seasonal events can also be joyous and fun as a total ward event for residents and attendants. They provide an

avenue for gay and meaningful sharing.

The attendant functions as a parent in alerting children to the decorations, prizes, gifts and true occasions of holidays. This positive approach will develop a real group feeling. This feeling of belonging to the group can do much to enhance loyalty and cooperation of children and adults. The recreation specialist in the institution can do little in total institutional cooperation without the significant support of the attendants.

How Recreation Makes the Attendant's Career More Satisfying

The daily life of a person in a home or school for the mentally retarded is distinguished by time and passing days. These weeks, months and years can be fulfilled with a new world of planned activity. The potential of recreation is unlimited in bringing rewards and benefits.

Recreation serves foremost as an aid in the adjustment and betterment of handicapped persons. Other than this primary objective, it can provide opportunities for creativity, acceptable outlets for aggressive behavior, reduplication of community life and refinement of physical skills. All of this leads toward a more complete person capable of at least partial fulfillment of citizen responsibilities. It is easier and more relaxing to associate with persons who have felt the joys of refreshment and recreation.

The resident of a school or hospital for the mentally retarded will be a better individual as result of a planned recreation program. Such total dedication to worthwhile activities requires more than the services of recreation therapists and specialists. Those who know children best through day-to-day observation are the attendants.

The routine demands made of the attendant in any period of time could be trying and repetitious. Recreation can be a breath of sunshine that brightens each week. Many state institutions have found that their residents, when exposed to an organized program of recreation, were better behaved and adjusted to life in general. Residents have accepted their routine work tasks and other demands more graciously when games, crafts, parties, and special events were regularly available. Not only does this make your job easier; it makes your job more meaningful. You are no longer "just a housekeeper" but a positive and therapeutic person influencing the retarded person's development.

The attendant is truly the key to the future. This man or woman can provide the inspiration, devotion and enthusiasm that are needed for total commitment to well directed recreation activities. The future of the attendant is indeed bright and more rewarding through the therapeutic and cooperative benefits of recreation.

Selecting Activities to Fit the Retarded

by Gerard J. Bensberg

It was pointed out in the previous chapters that recreation should provide fun and relaxation. Recreational activities should also help the person to learn additional social and physical skills. Some thought needs to be given regarding the selection of games and activities if these are to be fun, as well as to help the person grow and mature.

The retarded vary widely in age and ability. Many retarded also have physical handicaps which prevent them from participating in certain activities. An additional factor to consider in selecting activities is the personality of the child. Some children are very shy and withdrawn. Such children might feel more at ease in a small group activity or in one not requiring them to be the center of attention. Some children are very aggressive and cannot be trusted with dangerous objects such as knives and hammers. Some retarded play better in an organized activity requiring few individuals. When they are in large groups playing very active games, they become overly excited and "nervous."

Play in the Normal Child

In normal children, interests change and new abilities are acquired as they mature. In many ways, the retarded person acts like a normal child of the same mental level. For example, the retarded person may be 20 years old but have a mental ability of a normal four-year-old child. The retarded person's ability to understand, how long you can hold his attention and his ability to get along with others are apt to be similar to that of a four-year-old. Although we cannot make an exact comparison simply on the basis of mental ability, a knowledge of the typical interests and skills of normal children will prove helpful in selecting and conducting recreational activities with the retarded.

Birth to Six Months

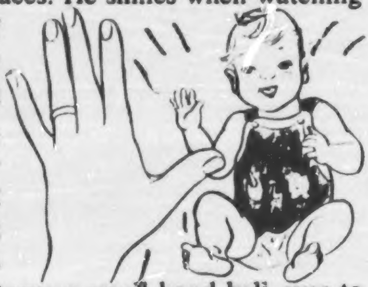
During the first three or four months of life, the infant's primary need and interest is to eat and sleep. However, he does show that he enjoys the comforts of feeding and cuddling as well as other types of attention from adults such as vocal play. This may show itself by the infant becoming quiet when he has been crying or by smiling and waving his arms in the case of play. During this period, he begins to follow movement with his eyes and he watches sun rays through the window or a mobile attached to his crib. Even at this age, music seems to soothe him and sudden loud noises frighten him.

During the four to six month period, the infant makes rapid strides in development. Perhaps the two most important skills which he acquires are the ability to reach for and grasp an object and to sit. He begins to show a more direct social response of smiling when a familiar face appears or when he is bounced and handled vigorously. He loves attention and may cry to be held. He will hold and bang toys such as a rattle or ring.

Six Months to One Year

During this period, the normal infant leaves the crib or pallet and begins to crawl (at nine months), to pull up (at ten months) and to stand alone (at twelve months). The mother soon learns to put out of reach things which are breakable. It is also during this period that the infant picks up all small objects within his reach and brings them to his mouth. This requires additional supervision from his mother and a constant vigil to keep such things as pills and pins out of reach.

It is at this time that the infant shows a greater understanding of the behavior of those about him. He begins to show fear of new situations or new faces. He smiles when watching or participating in a game of pat-a-cake or peek-a-boo. By one year of age, he has learned to control the release of objects. Because of this, one of his favorite activities is that of picking up clothespins and dropping them into a can. He shows a greater interest in details and turns a small hand bell over to examine its clapper or he fingers the buttons on his shirt. The average one year old has an oral vocabulary of about three words. However, a child understands more words than he can speak.

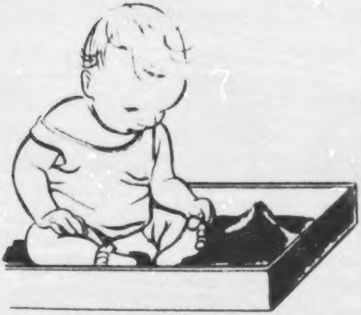


The child's play at this age is still primitive and self centered. He is unable to do anything for very long before losing interest. He may become overly excited if he is stimulated too long in a vigorous activity such as bouncing.

Twelve Months to Eighteen Months

During this period, most children learn to walk. Because of this, the whole house or play yard is opened up to the child for exploration. It is a trying age for mother because he is beginning to exert his independence. Toward the end of this period he may enter into a negative phase and it seems that his only word is "no!" He is easily frustrated and screams when his mother tries to force him into some activity. He may begin to remove his clothes at this age. Not when the mother wants him to, of course.

Although he is not apt to remain in any one activity for very long, his play is beginning to show more meaning. He loves to carry around stuffed toys and may hug them affec-

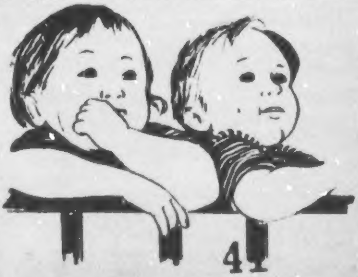


tionately. One of his favorite activities is sand play, and he will fill and empty a pail of sand. By this time, the child is beginning to imitate those about him and may attempt to sweep with a broom. He is now able to throw and may create problems with his toy throwing.

The play of the eighteen-month-old continues to be of a solitary nature. He is beginning to note other children but he is apt to treat them as objects rather than persons. If they are in his way he is apt to push them down or strike out at them. A feeling of possessiveness toward his toys has begun, and he has no understanding of sharing. Although he is able to point to objects in picture books, if left alone with books he is apt to tear the pages. His spoken vocabulary has now reached about twenty-two words.

Eighteen to Thirty Months

The two-year-old is still not cooperative with another child. He will cooperate more with an adult who is more tolerant and permissive with him. His play has entered into a new phase, however. This phase is called parallel play because he will sit beside another child and may imitate his activities. However, even though he seems to enjoy being around another child he still will not share nor can he wait his turn. One moment he may hug and kiss the child beside him, and the next moment he may strike at the child in order to get a toy.



Perhaps his favorite activities are those involving lots of energy and little patience or skill. Such things as running, climbing, and sliding would rank high. However, he does exhibit some rather mature play such as taking his doll to the toilet or taking her for a ride in the baby buggy. He can string large beads. Finger painting and looking at picture books will hold his attention for a while. By thirty months, his spoken vocabulary is about 450 words. He is now speaking in short sentences. Sand play continues to be popular and he will make mud pies out of sand or mud. Unfortunately for those who have to clean him up, a considerable amount of "mud dough" is apt to get on him.

The Three-Year-Old

This age is usually considered a delightful one by mothers. He has left his negative phase and entered into a more cooperative frame of mind. He loves to please and will do little chores about the house. His comprehension of language has grown and he will now follow simple directions. Much of his play centers around the theme of "playing house."

The three-year-old is beginning to form attachments to children his own age. There is also an ability to play cooperatively with other children. However, their play is apt to be stormy and requires supervision. Although he gets along best with only one child, he can enter into group play, particularly if this play is led by an adult.

He still prefers vigorous activities such as riding a tricycle, swinging, and climbing. He loves parties, particularly the "food" part. He shows a longer attention span and will sit and finger paint or play with clay. He makes well controlled marks with a crayon but does not draw recognizable figures. He will clap his hands or sway in response to music.

The Four-Year-Old

The four-year-old shows considerable growth in coordination. He runs with more skill and balance and is beginning to learn to hold and use a pencil and scissors. He is able to copy a square and draw a highly primitive man. He can cut paper with scissors but cannot follow a straight line. He can button front buttons and lace his shoes.

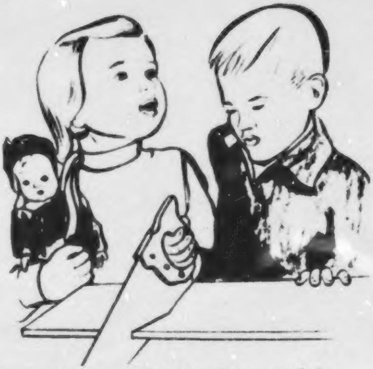
Most four-year-olds are more interested in children than in adults. However, their play does not go smoothly for a very long period at any one time. The four-year-old is apt to be loud and boisterous. He enjoys engaging in silly word play and rhyming, such as "ooshy-wooshy." This age group has learned that some words are naughty and they are apt to embarrass their parents in using taboo words around others. They also are inclined to call their parents names when mad.

Their play has assumed a more imaginative and dramatic nature and deals with the house, the store or the hospital. The four year old loves outings, such as picnics. Group games are enjoyed if the rules are simple and the game is an active one. Most four-year-olds will now share. Although they may count higher, most do not have a good numerical concept beyond four things.

The Five-Year-Old

The five-year-old is more patient and calm. His social poise has matured a great deal and he plays well in small groups. He is better able to follow the rules of the game and tries to be helpful.

His sand play is more purposeful and he constructs roads and bridges. He is beginning to learn to use more complicated



toys such as roller skates and jump rope. The interests of the boys and girls are becoming different. Boys are more interested in the use of simple tools and girls in doll play.

The five-year-old is showing an increased readiness for school. His drawings are becoming more recognizable and he is able to copy letters and numbers. Games requiring the skill of matching colors or forms hold his interest for some time. He can sing and dance to music.

The Six-Year-Old

The six-year-old has become very competitive minded. He loves to put many of his games on a contest basis. The six-year-old wants prizes and to win games. He is frequently "bossy." He engages in very little solitary play. However, even though he wants friends, he is still quite self-centered. There is little concern for the welfare of the group.

The six-year-old is able to cut out pictures and to paste them to make "books." He is able to skip to music and likes rhythm games. Tinker toys and erector sets will hold his interest for a considerable period. He is now able to hammer a nail, but holds the hammer next to the head. Ball play, tag, and hide-and-seek are favorite games. He is now able to play simple table games such as dominoes.

The Seven-Year-Old

The seven-year-old has more social maturity and is less determined to have own way. There tends to be more division between the sexes in play. Boys are especially interested in carpentry and girls in dress-up games.

Boys are now learning to bat and to pitch. They also continue to like activities such as running and climbing and "cops and robbers." The girls like hop-scotch and paper dolls. Both sexes enjoy puzzles, magical tricks, and swinging.

The Eight-Year-Old

The eight-year-old is now able to play organized games with established rules. They take part in competitive games and are able to lose with grace. They are usually much more cooperative in taking turns.

Their increased maturity shows itself in better coordination. The girls are able to sew in a straight line and the boys can use tools in fixing and making things. This is the gadget age. The eight-year-old also likes to collect things such as rocks, butterflies, or models of cars.

Interests and Skills of the Retarded

In the previous section, we have traced the development of a typical child from birth to eight years of age. The retarded child goes through similar stages but at a slower rate. The profoundly retarded person may be so handicapped that even as an adult, he does not develop beyond the level of a normal six-month-old infant. The person who is mildly retarded may be only slightly behind the normal child in development. He may have normal interests and near-normal physical abilities by the teen years.

Graph I shows the age when six children are able to perform various tasks. These children have different rates of

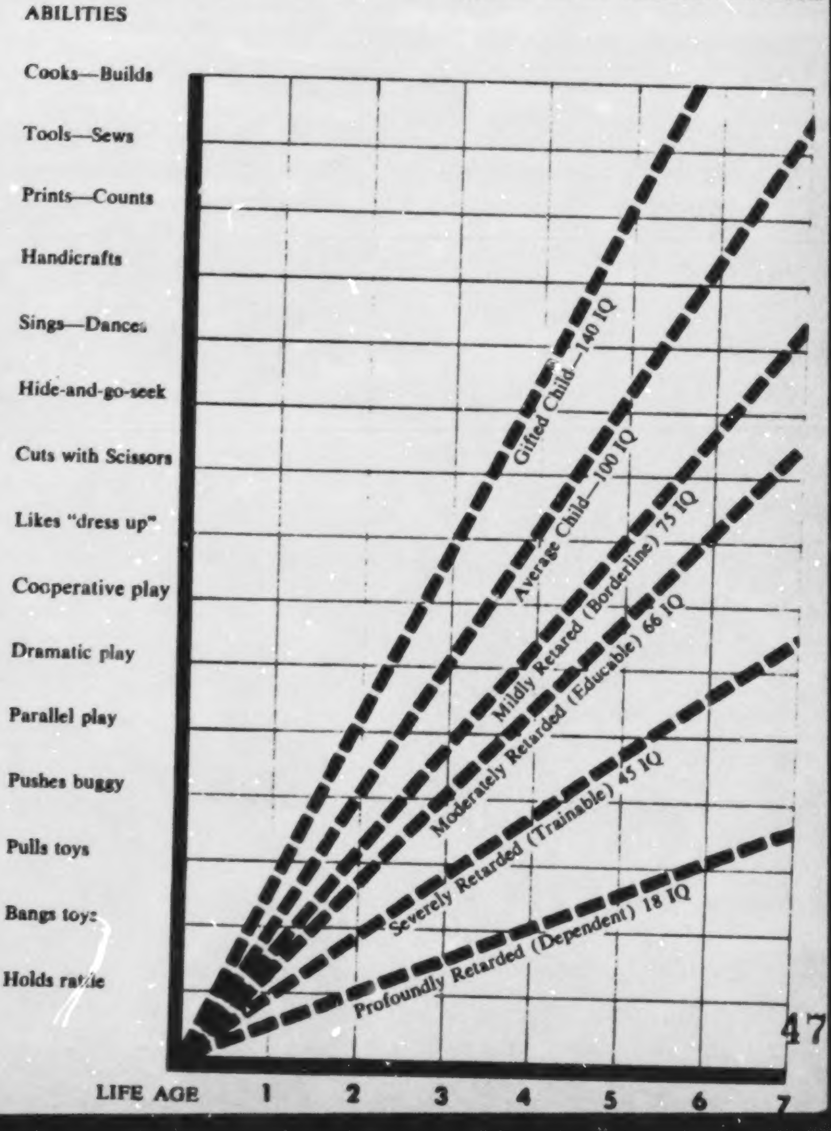
45

mental development. One child who is quite bright will learn to push a baby buggy six months before the child of average ability. He is two years ahead of the retarded child who falls in the trainable or severe level of intelligence. You can see from this graph that there are many things the profoundly retarded child will never be able to do because of his marked retardation. There is some evidence however, that with the proper type of stimulation and training, a retarded person may learn to do more complicated things than would be expected on the basis of his mental age. However, the sequence of learning is apt to be the same as that of the normal child.

In selecting recreational activities for the retarded child or adult, you can be guided by your observations of him. Observe how he handles his body, his legs, his hands, as well as the nature of his speech. Some children do not walk because of a physical handicap such as cerebral palsy. However, most retarded children are slow in learning new skills simply because they do not yet have the mental ability to do them. However, do not select only the activities which the child does well. Recreation should help children develop by stimulating interest and providing a chance to learn new skills. With this in mind, you should frequently present him with new activities which are just beyond his ability at the moment. It is tempting to give him those games which he likes and knows how to do. However, this does not help him mature. *Although the retarded child or adult may not show much progress at first, repeated short practice sessions will usually pay off with success.*

Graph I

Age when various abilities appear for six different children



Even fairly severely retarded children and adults are aware that they do not do as well as other children. Because of this, they are very sensitive about playing "baby" games. Unfortunately, their ability may be more in keeping with simple, nursery level activities. Much can be done by the recreation leader to overcome this difficulty. A group of older women with a mental development of two or three years might refuse to play "Drop the Handkerchief." However, if it were presented as a game, "To Find Your Boyfriend," they might enter into the game with enthusiasm.

The attendant must be particularly creative for the retarded person who is not only retarded but physically handicapped. The nurse or physician can often be of help in suggesting equipment or restraints which will enable the person to sit and participate in some activity. Many activities are presented in this handbook which can be changed to fit the handicap. Where this is not possible, you can usually find some way of getting them to participate. For example, they might be able to keep score or serve as the cheering section. Getting the non-ambulatory residents out of bed and involved in very simple activities such as rolling over, is just as important as getting a brighter child to play baseball.

Reminders:

1. Get to know each child or adult on your ward or cottage. Notice what he is able to do with his body, his speech, and his ability to understand. This information will be helpful in selecting games at his level of development.
2. In addition to activities which the resident does well, present new and more difficult activities from time to time. It may take many sessions to see progress, but this helps the child to develop and helps eliminate behavior problems. Teach a complex game in small steps.
3. The younger and more retarded the person, the more individual attention he requires. Keep the formal play sessons short and vary the activities frequently.

4. Older retarded are sensitive about their difficulty in learning. They may not like to play games they think are "baby" games. This may be partially overcome by changing the name of the game and by your participation in the game with the group.
5. Try to find activities for the physically handicapped. A game can often be changed to permit the handicapped to play. If this is not possible, find something he can do to feel a part of the group. An activity doesn't have to be an organized game to be good. The child with a physical handicap such as cerebral palsy, needs special guidance to help overcome this added problem. You must help him to learn to do as much for himself as possible. It requires patience and understanding to stand back and wait as the child painfully struggles to manipulate his body. However, this is necessary if he is to become better coordinated.
6. Although you should try to understand the interests, abilities and feelings of the retarded, do not try to put yourself in his place. The profoundly retarded child may enjoy tearing paper or splashing in water. These activities may appear senseless and uncreative to a normal adult.

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The ABC's of the Fourth R

by Virginia Dobbins

The three R's taught in the Little Red Schoolhouse—Readin', 'Riting and 'Rithmetic—have long been acknowledged as a necessary factor in the successful training of an individual. The fourth R, Recreation, has taken it's rightful place in more recent years. Everyone who has attended school, has a fair idea of the procedure for beginning the three R's. However, many are at a loss when confronted with the task of planning and conducting recreation. Time and again the statement has been made that children will play if given a chance or that adults know what they want to do and do not need anyone to show them. However, the field of recreation is so broad and offers so many enticing side roads, it is a shame not to take folks on a scouting expedition away from the old, familiar rut which is all they know.

In the case of those in residential facilities for the mentally retarded, it is doubly important to have leadership because, for the most part, they are not self-directive and have not had the opportunity to experience very many forms of games or other leisure-time activities. Remember, it is not merely a leisure-time activity, but also an opportunity for physical, mental and social growth.

To you, the attendants, on whom the responsibility for conducting this program will fall, we pass on these fundamental ABC's in the hope of making your task easier and more meaningful.

ATTENTION SPAN

Keep in mind that the attention span of these residents is very short. Be ready to change activities when interest lags. Any activity involving much mental effort should be used near the beginning of the period while they are fresh.

BREAKDOWN

In teaching a more complex game, such as football, break it down into sections. For instance; start with a pitcher, catcher, fielder and batter. When the ball is struck, rotate positions. Later, start them running bases and finally work into the regular game. Use the same method with other team games.

COMPETITION

Many of these residents like to play games which will involve competition. In most of their efforts they are really seeking approval, therefore, it is hard for them to accept defeat. Try to stress the cooperative side of these games rather than the competitive. Be as liberal in your praise of good sportsmanship as you are for skillful playing. If possible, arrange for it to be a group winning or losing rather than an individual.

DRILL

Drill is a sorry pill, but a necessary one. Have a short drill period each time to remind them of what they have already learned. This is monotonous to them, but it is the way they learn the rules.

EQUIPMENT

Equipment is more important for these residents because they need tangible things to use—their imagination is very limited. Also, they find it difficult to share a piece of equipment. The ideal situation would be to have enough so each person could have something to play with by himself, but this would involve more storage space than is usually available. One solution is to hang as much of the play equipment on the wall as possible. A storage cabinet with deep drawers could be built that would provide a lot of storage space without using much floor space.

FREE PLAY

Every age needs time for free play as well as a directed program. The enjoyment of their free time can be greatly helped if their imaginations are stimulated by stories during the planned program. During this period ot free play, they need to have toys which they can manipulate. Older residents should be encouraged to express their own desires and provision should be made to give them every opportunity to be self-directive.

GROUPS

All of these residents wish to be a part of a group and it is most important that they learn how to share in group activities. Some of them respond so poorly that we tend to leave them out not realizing that just being a part of the crowd means so much to them. It is most important to see to it that each resident under your care finds his place and participates up to his limit.

HANDICAPPED

The word "handicapped" means disabled—an inability to compete successfully in all areas of life, an inability to adjust to normal living conditions. One of our beliefs in this democracy is that each individual should have opportunities to develop to the limit of his capacity. One woman in England has been most successful in helping retarded children. She worked on the theory that most people never use anywhere near all their capabilities, consequently if these children were trained to really use their abilities to the fullest they would be able to function by themselves. In a small way, the recreation program can aid your residents to develop all of their capacity.

INSTRUCTIONS

Be sure you understand the activity yourself. Make your instructions as simple and brief as possible. Demonstrate with a few people, if needed. If it is to be a circle or line game, get them into position before telling them the rest of the directions.

JUDGMENT

"Every day is a judgment day, let us use plenty of it." The planning and conducting of the recreation program for your particular group is going to be left to your judgment—ideas are presented in this manual, but the selection of the ones which will be best suited for your program is your problem—a challenge and an opportunity.

KILL THE ACTIVITY

Don't wait for "the old cat to die." While the activity is still going strong and enjoyment is keen bring the activity to an end. The tendency of most inexperienced leaders is to keep a game going until it dies of sheer exhaustion. If this is done you have to start from the very bottom for the next activity instead of letting the crowd's enthusiasm carry you into the new game.

LIMELIGHT

These individuals need every opportunity to "shine." In their eagerness for approval, they may even resort to lying and cheating. Try to provide opportunities for gaining recognition, not only for winning, but also for good sportsmanship, skill improvement and helpfulness to others.

MODIFICATION

Many of the activities given in this manual can and may need to be changed to fit your group or the available space and equipment. Don't let the lack of space or equipment bind you. If you don't have music for one of the marching games, let the residents clap the rhythm; if your space is too small for regular volleyball, try playing it with a balloon. Learn to improvise —the more you do it, the easier it comes.

NEEDS

The needs of these residents are the same as those of any other group:

1. *The need to excel.* You would be hard pressed to find some way for each of your group to excel

over the rest, but how about helping him to better his own record along some line.

2. *The need for approval.* Sometimes in the rush of things we show only our disapproval—let's take the positive approach and let them know how "good" they are. Help them to win the approval of the group whenever possible.
3. *The need to be a part of a group.* This cannot be stressed too much.
4. *The need to release aggressions.* Let them take it out on things—balls, dolls, clay, etc. instead of people.
5. *The need for security.* You, by your acceptance, guidance, warmth and familiar routines can provide this.

OUTWIT

A leader sometimes needs to use the sheer weight of authority to control a situation or to subdue a rambunctious individual or group. However, a good leader is usually able to keep one jump ahead and not have to resort to this.

PARTICIPATION

When the residents under your care are participating in any physical activity, keep a close watch for signs of exhaustion. Plan to alternate active and quiet games or other activities.

QUICK STARTS

When working with your group, try to establish a set routine for starting a new activity—perhaps holding up a piece of equipment which is to be used. As stated under *Instructions*, get them in the formation to be used before giving directions. Some kind of simple rhythm game or activity is the easiest for getting the group started and a circle is the best formation. If it is feasible, when you start to teach a new game, select only a few of the residents who are the best at following directions and let them learn the game while the others do something else. Later add a few new ones to the group each time you play.

REWARDS

Our country seems to have gone "prize happy" and oftentimes it seems to a beginning leader that they should give some kind of prize to the winner or winners. Fortunately, not many of you will have prizes available so the residents will learn to play for the fun of it. However, there are many rewards connected with a good recreation program: to the individual within the group, it brings the development of his physical, mental and social powers; to the attendant conducting the program it brings the satisfaction of helping to provide the activities and attitudes which have made this growth possible.

SAFETY

Remember, these residents do not have a sense of awareness of possible dangers any more than small children. Your job is to develop this sense of awareness as much as possible and to take every precaution to safeguard those in your group.

TENSIONS

These residents will build up terrific tensions in their efforts to succeed in something. They do best the first few times they perform a movement and then become increasingly less coordinated. Do not allow them to continue under this stress.

URGENCY

These residents have a great urgency to get on with the game or activity—the same as young normal children. If, for instance, you should give them paper and crayon and say you are going to tell them a story and then they can draw a picture about it, they will start drawing the picture. More activity—less yak.

VARIETY

Variety enough to provide periods of active and quiet games; try some art or crafts; use rhythms or singing; storytelling followed by acting out the story. Plan your period ahead, don't depend on thinking of something at the time. Be sure you have the equipment and supplies needed or know how you are going to substitute. For the most part, fifteen minutes is about as long as you will hold the interest for a given activity, but groups and activities vary considerably. Always plan more activities than you think you will need. Then, if something doesn't go over so well, you can go on to a new game. Just a word of caution—variety is needed, but the comforting security of the familiar has its points also.

W

WORLD

For many of these residents this is their only world. You make its climates; you set its boundaries; you provide its seasons of high festivities; you teach the residents how to skirt the low places and how to enjoy the other residents of their little world.

X

MARKS THE SPOT

Don't depend upon imaginary boundaries, draw some real ones. Keep some rope on hand to help. A circle and some lines drawn on the floor or marked on the ground will make it so much simpler to get the group organized.

Y

YOU

What you are and what you do will have more effect on your group than what you say. Know yourself, your weaknesses and strengths and learn to work with them.

Z

ZEST

The success or failure of an activity depends for the most part upon the leader—you. A zestful, enthusiastic attitude will carry your group along.

ACTIVE GAMES

1. Airplane

How Many Can Play--Four to thirty.

Play Area Required—Outdoors.

Preparation For Activity—Explain the game. The attendant is *It* for the first round of play. Set up bases of free play such as trees or wood.

How To Play—The attendant or player who is chosen to be *It* represents an airplane. *It* tries to flap the others while they are running from place to place. No player can be tagged as long as he is off the ground (that is, when he is standing on wood, etc.). When a player is tagged, he becomes *It*.

Adaptations—*It* could be other objects besides an airplane such as a bird or butterfly.

2. Backward Line Race

How Many Can Play—Six or more.

Play Area Required—Sufficient area to run 50 yards.

Preparation For Activity—Explain game. Divide players into teams of three players each. Determine start and finish lines.

How To Play—The three players on each team stand side by side. The two end players on each team have their backs to the finish line, and the middle player faces the starting line. They lock elbows and at the signal run to the finish line about 50 yards away with the middle player of each team steering. They must continue to keep their elbows inter-locked. The first team finishing wins.

3. Ball and Bottle Relay

How Many Can Play—Ten to twenty.

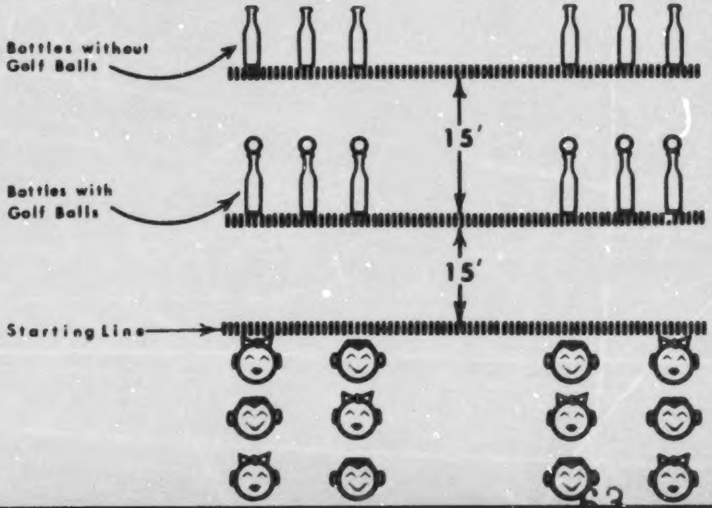
Play Area Required—Large room or play yard.

Material and Equipment Required—Twelve bottles (coke, etc.) and six golf balls.

Preparation For Activity—Set three bottles (for each team) with golf balls on top of each bottle half way to other three bottles without balls. Get residents ready.

How To Play—On signal, have each player of team then run, pick up the three balls on top of the first three bottles and take them to the next three bottles, fifteen feet away, place the balls on top of these bottles and run back, tag the next player in line. He goes to the three bottles with the balls, picks up the balls and brings them back and places them on the empty bottles. Team completing relays first wins. The balls must all be on the bottles before the next player begins.

Adaptations—Could switch to single ball and bottle relay, etc.



4. Ball Hustle Overhead

How Many Can Play—Ten or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Basketball or similar large ball.

Preparation For Activity—Select approximately five players for each side. Then form two lines of players.

How To Play—At a signal, the ball is passed back over the heads of the players to the end of the line. The last player runs forward taking his place at the head of the line and passes the ball back in turn. When the player who originally occupied the front position on the line secures the ball as last man and runs forward holding it over his head at the head of the line, his team finishes.

Adaptations—The attendant may have to tell the last person to go to the front of the line when playing with the severely retarded.

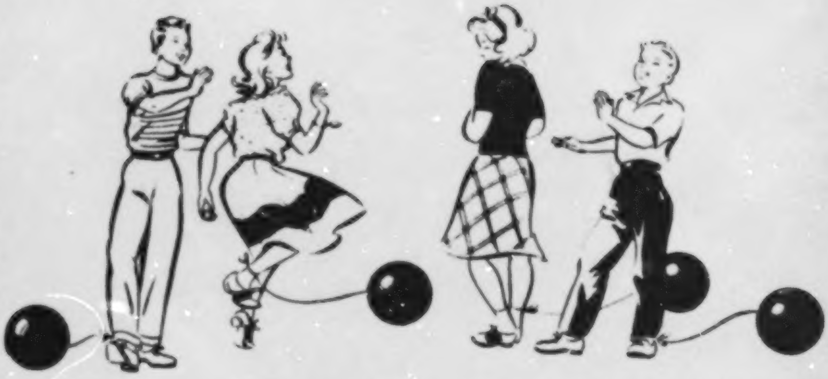
5. Balloon Bust

How Many Can Play—Ten couples or more.

Play Area Required—Day room or recreation room.

Equipment and Materials Required—Inflated balloon for each player.

How To Play—Give each player an inflated balloon with string. The balloon is tied to the outside ankle of each participant. The balloon should float out about two feet from the ankle. Music starts, couples hold hands and try to break balloons of the other couples by stepping on them as they protect their own. As balloons are "busted," couples must leave the



floor. Last couple remaining on the floor with one balloon intact should receive some small prize.

Adaptations—(1) If this is too hard on ankles, the balloons may be tied on wrists or carried in hand.
(2) Divide players into two groups. Give each player an inflated balloon. At signal, first two players run 10 feet to a chair, place the balloon on it and sit on balloon hard enough to pop it. Then they run back to tag the next two players. First team to burst all balloons wins.

6. Basketball Shooting

How Many Can Play—Any number.

Play Area Required—Space in which to put a basketball goal on a pole.

Equipment and Materials Required—One basketball and one basketball goal on a pole.

Preparation For Activity—See that all equipment is set up and the ball is there.

How To Play—Line up players, one immediately behind the other. The first player shoots. If this player does not ring the goal, then it is not necessary for number two to ring it. If first player rings the goal and number two misses, then number two is automatically out and number three is not required to ring the goal. The object of the game is to play until all but one player is put out. If the player in front of the next player rings, then it is necessary that he also ring the goal. If he does not ring the goal, then it does not matter whether the next player rings it or not.

Adaptations—(1) Players may each be allowed three shots (or any number) and the one making the most goals wins or any variation of this. (2) Play as a "Follow Me" game with each player shooting the same shot as the leader, etc. (3) Each player may shoot until he misses. Player making most shots before missing wins. (4) May be adapted to smaller area (indoors) by making hoop for basket out of cardboard, wire or other material. Hang hoop and let players throw or toss smaller rubber balls through hoop.

7. Bean Bag Race

How Many Can Play—Two or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Two bean bags.

Preparation For Activity—Explain the game. Divide the residents into two teams. Line the teams up. (Single-file) Draw starting and finishing lines.

How To Play—The first player in each line puts a bean bag on his head and races to see which one can reach the finish mark. When each player gets to the finish mark he takes the bean bag off his head and runs back to the next person in line, and he, in turn, does the same thing. The first team to finish wins.

Adaptations—If there are not enough residents for two teams, there can be a race among those playing to see which one can walk the farthest without the bean bag falling off. This is a good game for improving posture and coordination. You can use a book instead of a bean bag.

8. Blow Them Over

How Many Can Play—Small groups.

Play Area Required—Any small area indoors.

Equipment and Materials Required—Make several paper figures which a child can blow over. Cut the figures from heavy construction paper. The figures which are best used are cut from paper to the size of 3 inches wide and 6½ inches long. Fold under 3-inch square for the base. You may draw figures of cats, clowns, rabbits, or anything else on the paper and the residents may also color them if they wish. Cut around figure.

Preparation For Activity—Line the figures up on a desk or table.

How To Play—Have a child stand in front of the figures which are to be blown over with his hands behind his back. Ask him to blow. How many figures topple over? Blow and blow again. Blow all the figures off the table. Set the figures up again. Take a big breath. How many figures can the resident blow over with one breath.

Adaptations—Put the figures on a chair. A resident has to stoop or bend in order to blow. See how many he or she can blow over now with one breath. Blow figures with a blow gun. This can be made from a small cane or other like material. This requires pointing the gun and then blowing.

9. Bounce The Ball

How Many Can Play—Eight to ten.

Play Area Required—Day room or outside.

Equipment and Materials Required—One 8-inch playground or volley ball.

Preparation For Activity—Secure ball.

How To Play—The players are placed in a circle with one player in the center. The player in the center bounces the ball to each player in the circle. After each one has had his turn, a new center player is chosen and the game continues.

10. Bowling

How Many Can Play—Four to six.

Play Area Required—Day room, long hall, or recreation room.

Equipment and Materials Required—Twelve large plastic bottles (detergent or bleach bottles), a ball—6 to 10 inch rubber playground balls or softballs may be used.

Preparation For Activity—Secure and set up equipment. Mark floor if desired.

How To Play—The attendant sets up bottles 10 to 21 inches apart in a diamond formation 20 to 30 feet from the players. The players take turns rolling the ball and trying to knock down all the bottles. The attendant will keep the bottles set up for each player.

Adaptations—Regular Bowl-lite sets may be used or plastic bowling sets available in many stores. Bottles or pins may also be set up side by side for more severely retarded so ball cannot go through without hitting at least one pin. Higher level students may actually keep scores according to regular bowling and compete against each other.

11. Bringing Home the Bacon

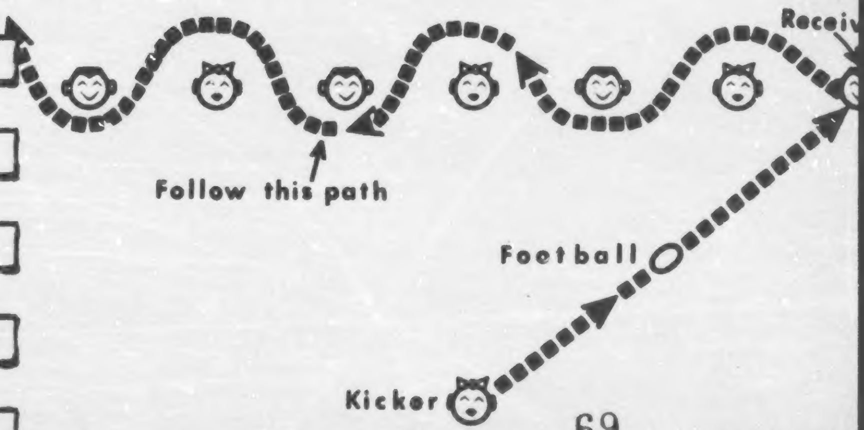
How Many Can Play—About twenty.

Play Area Required—Large play yard or football field.

Equipment and Materials Required—One football.

Preparation for Activity—Line players in straight line 3 feet apart facing kicker.

How To Play—The kicker kicks the football over the line of players to a waiting receiver. He catches the ball and runs, zigzagging through a line of boys. Each boy is trying to knock the ball from the receiver's hands without touching him. If the ball is knocked down the one doing it is then the receiver. If he is successful in getting the ball to the kicker, then he becomes the kicker and the kicker the receiver.



12. Bull in the Pen

How Many Can Play—Four to any desired number.

Play Area Required—Outside area or large indoor area.

Preparation For Activity—None unless it is desired to draw a circle on ground or floor.

How To Play—Players form circle with one player, the Bull, in the center. All join hands with a good, firm grip. The Bull tries to break through the circle by running. If he can do this, he runs as fast as he can, and the other players run after him. Whoever catches him is the Bull the next time. Be sure that catching in this game is understood to be just tagging. Perhaps it is the aggressive nature of the game which leads players to grab and tackle the fugitive. If this happens, try pointing out that these tactics slow up the game and that all will have more fun if they get back to the circle quickly. Watch for the player who hangs back when the more vigorous players start the chase. Encourage him to run and to head off the Bull if the latter doubles back.

13. Cat and Rat

How Many Can Play—Six to desired number.

Play Area Required—Day room or outside area.

How To Play—Players join hands and make a circle. One player is chosen as the cat, another as the rat. The cat is outside the circle; the rat is inside the circle looking out. The cat says, "I will catch you." The rat says, "Oh no you won't!" The cat tries to catch the rat. Players hold up hands to help the rat through, but stoop down when the cat tries to go under hands. When the rat is caught, he and the cat choose two new ones. Then play again.

Adaptations—(1) If rat is too quick, choose two cats to chase him. (2) The leader appoints a farmer and a fox. The farmer tries to tag the fox while the fox is running in a zigzagging manner among the players. The farmer must follow the fox in the same path. When the farmer catches the fox, the leader appoints two other players to be the fox and the farmer.

14. Catch as Catch Can

How Many Can Play—Two at a time.

Play Area Required—Day room or recreation room.

Equipment and Materials Required—Two tin cans or cardboard cans (empty oatmeal container). One small rubber ball or bean bag.

How To Play—Two players are placed facing each other about 6 feet apart, one holding the ball or bean bag in his can, which he grasps firmly with one hand. He tosses the ball out of his can and toward the other player, who tries to catch it in his can. The game is won by the player who makes the greatest number of successful catches.

15. Crossing the Brook

How Many Can Play—Groups of eight to twelve.

Play Area Required—Inside or outside.

Equipment and Materials Required—Chalk.

Preparation For Activity—Someone to draw lines.

How To Play—Two lines are drawn to represent banks of brook. Players jump over brook. Anyone missing and falling into brook is out and must pretend to "go home or dry shoes."

Adaptations—(1) Residents may actually walk a log over a shallow brook where available. (2) Wide board across the shallow part of swimming pool could be used.

16. Dodge Ball

How Many Can Play—Eight or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Ball (volley ball or any light, big ball).

Preparation For Activity—Put residents in lines—to get attention. Then explain the game to them. Draw a circle.

How To Play—The players are divided into two equal groups. One group stands around outside a clearly marked circle. The other group scatters within the circle. The players outside the circle try to hit those in the center with the volley ball while the center players dodge to avoid the ball. The players hit above the hips are not out—must be below hips. No outside player may step inside. When two players are hit by the ball the first one hit leaves the circle. At the end of a minute, the groups change places for the next half inning, the center players becoming outside players and the outside ones going to the center. The score is the number of players left in the center at the end of the inning. The team with the higher score at the end of five innings wins the game.

Adaptations—Not have innings—the ones win when more can stay in longer in a certain length of time.

17. Dog and Bone

How Many Can Play—Two to any number.

Play Area Required—Any inside or outside area.

Equipment and Materials Required—Any small object such as a small toy or a small ball and a chair.

Preparation For Activity—Place chair in front of group so that one player sits with his back to the group.

How To Play—One player is chosen to be the dog and sits on a chair in front of other players with his back toward them and his eyes closed. His bone (toy, book or similar article) is placed under the chair. A player chosen by the leader tries to sneak up behind the dog and snatch the bone without being detected. If the dog hears him coming, he barks "bow-wow" and the thief must return to his place. Another player is then chosen to come forward. The thief who succeeds in snatching the bone without being detected becomes the dog.

Adaptations—If the thief is successful in stealing the dog's bone, he tiptoes to his seat, conceals the bone and barks. The owner of the bone has three guesses to discover who is the thief. After each wrong guess he may ask the thief to bark again. The bark causes much merriment. If he guesses successfully, the thief takes his place on the chair. If he fails to guess, he takes another turn. If, after his second turn he fails, he or the leader chooses another player to take his place.

18. Donkey and Fiddler

How Many Can Play—Five to large group.

Play Area Required—Day room or outside.

Equipment and Materials Required—None except chairs.

Preparation For Activity—Place chairs in a circle.

How To Play—Seat the players in a circle formation. Explain that the symbol for the donkey is made by holding up hands to the head and making flapping ears. The symbol for the fiddler is pretending to play a fiddle. One player walks around the circle stopping in front of another player and makes the motions of either the donkey or the fiddler. The player must respond by making the opposite sign. If he is slow or makes the same sign he becomes *It*.

Adaptations—Any other two signs may be used representing any variety of objects or motions. This develops the thinking process and provides fun at the same time.

(1) May be adapted similar to "Nose and Toes" game. For example, if *It* grabs his nose, other player must grab toes, etc.

19. The Donkey's Tail

How Many Can Play—Ten or more.

Play Area Required—Day room or recreation room.

Equipment and Materials Required—A large donkey minus a tail made out of wrapping paper or two thicknesses of newspaper. Make the outline of the donkey very dark using a heavy pencil or dark crayon. Cut several donkey tails. Stick pin or thumb tack through each donkey tail. Fasten donkey to some surface or a wall or board.

How To Play—Each player in turn holds his donkey tail by the pin, is blindfolded and walks toward the donkey, pins the tail in what he believes to be the right place.

Adaptations—To make the game more difficult, turn each player around three times before starting him off toward the donkey.

20. Drop the Clothes Pins

How Many Can Play—Two or more.

Play Area Required—Small space indoors or outdoors.

Equipment and Materials Required—Clothes pins and a milk bottle or a milk carton with the top cut off.

Preparation For Activity—Put the milk bottle or carton on the floor. Give the first player five clothes pins.

How To Play—The first player drops clothes pins in the bottle while standing up straight over the bottle. Then other players try. The players try to get as many clothes pins in the bottle as possible.

Adaptations—Teams of players may compete against each other.

21. Drop the Handkerchief

How Many Can Play—Ten to twenty.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—One knotted handkerchief.

How To Play—Arrange players in a circle facing center with leader inside to give instructions. Choose a player (or "count potatoes") to be *It*. He walks around the outside of the circle and drops the knotted handkerchief behind another player. This player (one behind whom the handkerchief was dropped) picks up the handkerchief and chases the other player around outside of circle. Player dropping handkerchief tries to run around circle to place where other player formerly stood without being caught. If he does so, other resident is *It*. If not, he remains *It*. Repeat as before as long as desired.

Adaptations—(1) It is not necessary that player being chased return to exact spot. Other modifications may be necessary according to group level. Could hop or jump instead of run.
(2) One player goes around inside, holds out his hands between two players and says, "Run for your supper." The two run around the outside of the circle in opposite directions. The one who first returns to the vacant place wins and may start the next runners. (Player in circle occupies one vacant spot.)

22. Duck Walk, Bear Walk, Crab Walk

How Many Can Play—Any desired number.

Play Area Required—Day room or outside area.

How To Play—DUCK WALK: Deep knee bend with hands together behind back, representing the tail of the duck. Players walk forward by extending one foot at a time. BEAR WALK: Players touch floor with both hands, keeping legs stiff, then move forward sliding legs along, making sure to keep head up. CRAB WALK: Players sit on the floor, placing hands to rear of body. Leaning back, they raise buttocks off floor, keeping a straight line from shoulders to feet. In this position, they walk forward a few steps, then return by walking backwards. The body should be kept in erect position at all times.

Adaptations—In rank formation all players start from line on a signal and race to a second line. It is possible to imitate any animal.

23. Flying Dutchman

How Many Can Play—Ten to unlimited number. The area available will determine the best sized group.

Play Area Required—May be played indoors or outdoors.

How To Play—The players form a circle. One couple is chosen to start the game. This couple, holding hands, proceeds around the circle. They tap the joined hands of another couple. Running around the circle in the opposite direction, each couple tries to get back to the opening in the circle before the other does. The couple left without a place in the circle must proceed around the circle and tap the joined hands of another couple. The game continues in like manner.

24. Follow the Leader

How Many Can Play—Three to any desired number.

Play Area Required—Day room or any outside area.

Preparation For Activity—Explain the game. Players form single line facing leader. Attendant should serve as leader for severely retarded. Resident may be leader for higher level group.

How To Play—Leader may do anything such as tip toe, hop three times, walk around a chair or tree, etc. Players must follow and do everything leader does.

Adaptations—(1) Several lines may play at the same time with different leaders. Leaders may walk on tiptoe, dance to music, clap hands, etc. There are no limits to this activity. (2) Game may also be played with wheelchair residents. Leader can do such things as clap hands, wink eye, whistle, etc.

25. Fruit Basket Upset

How Many Can Play—Group (small or large).

Play Area Required—Any place where you have space for seating the group.

Equipment and Materials Required—None except chairs.

Preparation For Activity—Arrange chairs in circle.

How To Play—Players sit in a circle with *It* standing in the center. The seated players are given names of fruit (apples, oranges, bananas, etc.). *It* calls the name of two or more fruits. The players whose names are called must get up and change places. In the mix-up, *It* tries to get a seat. The person left without a seat becomes *It* and the game continues, the former *It* taking the name of the new *It*. If *It* calls "Fruit Basket Upset," all players must change seats.

26. Greeting Game

How Many Can Play—Two or more.

Play Area Required—Any area suitable for lying down.

How To Play—Get group to lie down on their backs on the floor or ground. Have them lie in two rows. The feet of the children are arranged in pairs "feet to feet." Have children push up on their hands or elbows and say "Hi," to their partner. Then tell them to "go back to sleep." For severely handicapped child you may only be able to get him to raise his head. Have them turn their heads from left to right and speak to their neighbor on each side.

27. Have You Seen My Sheep?

How Many Can Play—Ten to thirty.

Play Area Required—Gymnasium or large day room.

Preparation For Activity—Make a circle with one player on the outside.

How To Play—All of the players but one form a circle. The odd player walks around the outside of the circle; and, touching one of the players on the back, he says, "Have you seen my sheep?" The one questioned answers, "How was he dressed?" The one questioned then attempts to guess the person described. As soon as he has guessed the right one, he chases the one described around the circle and returns to his place. The one who starts the game does not take part in the chase.

28. Hen and Chicken

How Many Can Play—Eight or more.

Play Area Required—Play room.

Equipment and Materials Required—Chairs for players.

How To Play—Seat the players. One player is selected to be the hen and takes his place outside the room. The leader walks quietly around selecting the chickens by tapping them as he passes. When he has chosen, all the players place their heads on their arms hiding their faces. The leader invites the mother hen to come in. The hen listens trying to locate her chickens while running around the room saying, "Cluck cluck." Those players who have been tapped as chickens answer, "Peep, peep" while keeping their head down. She taps a player on the head if she thinks he is a chicken. If he is, he sits up in his seat and removes his hands from over his eyes. If he is not, he still hides his head. When the hen has found all her chickens, she selects a new hen to take her place.

Adaptations—In the beginning, the leader should tap only two or three chickens. After the game is understood and the children become skilled, the number may be increased.
Players remain interested in this game for a longer time if they can see. They may sit with their mouth covered by their hands.

29. Hide the Thimble

How Many Can Play—One to any number.

Play Area Required—Indoors.

Equipment and Materials Required—Thimble or small object such as button.

How To Play—The attendant hides the thimble while one of the players is out of the room. The thimble is placed so that it can be seen. The player comes back into the room and looks for the thimble. When he finds it, another resident is chosen to look for the thimble.

Adaptations—(1) As the player looks for the thimble, he is told he is warm, cold, or hot, according to how near or far he is from the thimble. For wheelchair residents, the thimble should be hidden by the attendant in an easy place to find.
(2) Have all players but one leave the area. The person who remains places an object in plain sight, but where it is not likely to be seen. When this is done, the other players come back and begin to look for it. When one player sees the object, he remains silent and poker faced and sits down. After he is seated, the player says aloud, Huckle Buckle Beanstalk, indicating that he knows where the object is. This continues until everyone has found the object. The player who found it first is the one to hide it for the next game. If one or several players take too long to find the object, the rest of the group may help them by indicating when they are looking in a cold, warm, or hot area.

30. Hit, Bounce, and Catch

How Many Can Play—Two to any desired number.

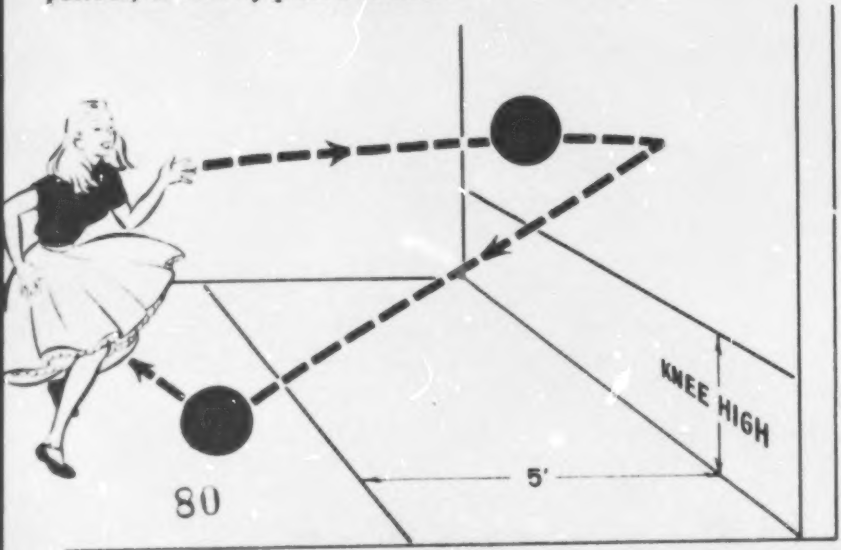
Play Area Required—Day room or outside wall.

Equipment and Materials Required—Large or small bouncy rubber ball.

Preparation For Activity—Measure off 5 feet from wall and draw a line on the ground or floor. Then draw a line on the wall as high as knees.

How To Play—The attendant says, "Go!" Players hit the wall above the line with the ball, let it bounce once, and catch it. Do this as fast as possible for thirty seconds. Each player has a score-keeper who counts the number of times his player makes a correct throw. At the end of thirty seconds, the game stops. Player making highest score without dropping ball wins.

Adaptations—Play may be continued for any number of play periods, or for any period of time.



31. Hopscotch

How Many Can Play—Unlimited number.

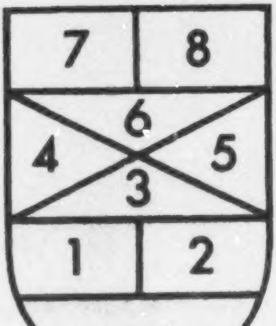
Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Button or stone. Stick or chalk for marking area.

Preparation For Activity—Mark off area as illustrated in Diagram 1 or Diagram 2.

How To Play—Begin game by casting stone or button into Block No. 1. Player then hops into Block No. 2, 3, 4, 5, etc. Player progresses in this fashion, until he casts object into wrong block, hops on a line, or hops in the block containing object.

Adaptations—(1) May be varied by using No. 1 or No. 2 diagram. (2) May step rather than hop.



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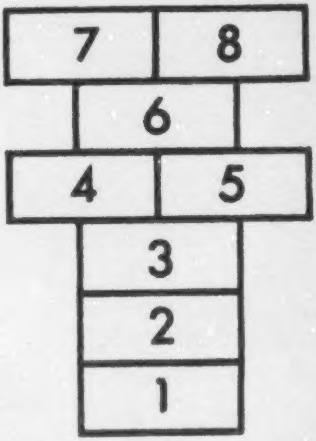

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32. Hop, Step, and Jump

How Many Can Play—Two or more.

Play Area Required—Outside (May be played inside.)

Preparation For Activity—Draw line from which players start.

How To Play—The player runs to the line, taking off on one foot and landing on the same foot. This is the Hop phase. With the other foot, the player steps vigorously, followed by a jump (landing on either or both feet.)

Adaptations—This activity can be either a game or a stunt; with low level groups it will be hard to follow the rules exactly. With severely retarded only the jump may be used allowing three jumps.

33. Hot Potato

How Many Can Play—Five or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Any type of ball or object, large or small, a whistle and chairs.

Preparation for Activity—Seat the players in a circle—the attendant or a resident leader should then get in the center of circle and show the players how by putting the object in the hand of one player—showing him how to pass the object. The leader should explain what the whistle is for. They should pass the object very fast as if it is very hot.

How To Play—Arrange the players in a circle. Hand the ball to someone. Ask the seated players to pass the ball from one to another and around the circle in any direction to left or right as rapidly as possible. The object is to get rid of the ball quickly as it is supposedly "sizzling hot." Every ten seconds or so, blow a whistle and whoever is holding the ball when the whistle is blown has one "hot potato" against him. The person who has been caught holding the "hot potato" for a total of three times is the loser and is either eliminated from the game or given something to do, such as blowing the whistle. He may also stand in the circle and cheer the others.

Adaptations—Ball or any object can be used. No whistle—a person could say "hot potato." For easy scoring, the first time a player is caught holding the hot potato he is out of the game. Ambulatory residents may stand in circle.

34. Jack Be Nimble

How Many Can Play—Two or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Books may be used as candles.

Preparation For Activity—Explain the game. Place a book about 6 inches high in the middle of the floor. Line the players up in a single line. The attendant should be at the head of the line.

How To Play—The attendant will go first and jump over the book which is a candlestick. While he is running and jumping the group shouts: "Jack be nimble! Jack be quick! Jack jump over the candlestick!" The player next in line then runs and jumps.

Adaptations—The book may be raised by putting one on top of the other as the game goes along.

35. Kickball

How Many Can Play—Two teams of nine players each.

Play Area Required—Outside area, ball field or auditorium.

Equipment and Materials Required—Any type of round ball that can be kicked. Preferably a soccer ball or volley ball.

Preparation For Activity—Lay out version of softball diamond.

How To Play—Game is played with the same rules as softball, except for one thing. In softball, the ball is batted; in kickball it is kicked. The pitcher will roll the ball to home plate to be kicked. A player is declared "out" when hit by the ball when off base. (Note to Attendant: Caution children about trying to hit the opposing player too hard. Develop ground or floor rules.)

36. Lame Duck Relay

How Many Can Play—Six to unlimited number.

Play Area Required—Gym or play yard.

Preparation For Activity—Explain game and divide players into two columns. Establish starting and turning points.

How To Play—At signal, the first player in each column raises one foot forward, grasping it with both hands and hops forward and around the turning point and back to the starting line. The raised foot must be held with both hands all the way. At the starting line, he touches the second player who repeats. Play continues until all have run and the team finishing first wins.

Adaptations—(1) May be adapted to many types of running games, relays, etc. (2) Line players up side by side behind starting line. At signal, the players will begin to hop on one leg to another spot, marking the end of the race. The lower level groups could use this for a stunt. Some of the players will not be able to hop the entire way on one leg—perhaps a point should be chosen to "change" legs. Two teams may also compete against each other with two players participating at a time.

(3) Wheelbarrow Race—Team is arranged in a column of twos. One player places hands on the ground, the other one picks up first player's feet and propels (moves him forward), like a wheelbarrow, to turning point. When they have reached this point, they change places and return to the starting line.

37. Leap Frog

How Many Can Play—Two to any desired number.

Play Area Required—Day room or outside area. Definite course can be marked out.

How To Play—Players stand in line. The first player in the line bends his back and catches hold of his ankles with his hands. The next player leaps over the first player by putting both hands on the player's back and spreading his legs as he leaps. He then bends over and grabs his ankles. The third player goes over the first two and assumes the same position. When all players have been over, the first rises and leaps over all the others. And so it continues as long as desired.

Adaptations—May be played as team relay. These are lots of fun and add interest.

38. Log Roll Relay

How Many Can Play—Two or more teams of eight to twelve persons.

Play Area Required—Play yard or mats in gym.

Preparation For Activity—Have residents lie down side by side, on grass or mats.

How To Play—The players should be divided into groups and each group should have a captain. The captain should be at one end of the group. On signal, the last player starts rolling over all of his teammates. As soon as he is past the next to the last player, the latter follows him and so on down the line until the captain is back at the head of the line. The team finishing first wins.

39. Milk Bottle Throw

(Knock Down Milk Bottles)

How Many Can Play—Unlimited number.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Toy milk bottles (plastic or wooden), rubber balls.

Preparation for Activity—Line up milk bottles approximately 5 feet from players.

How To Play—Players throw balls at milk bottles. The player knocking down the most bottles wins.

Adaptations—The ball may be rolled rather than thrown. The milk bottles may be stacked instead of lined up.

40. Nose And Toes Tag

How Many Can Play—Reasonable number.

Play Area Required—Inside or outside.

Preparation for activity—Select an *It*.

How To Play—Played as a simple tag game, except that the runner may escape being tagged by grasping his nose with one hand and his foot with the other hand. A player who is tagged becomes *It* and the games continues.

Adaptations—(1) Choose two trees approximately 50 feet apart and explain game to residents. A player is chosen (or attendant selects someone to be *It*). He stands between the two

trees while the attendant counts to three. At "three" the players, evenly divided at the two trees, race to the other trees which are "bases." The player chosen *It* tries to tag another player who becomes *It* and the process is repeated.
Some of the players may be reluctant to run from tree to tree. This will have to be taken into consideration. Any type of bases may be used. Players tagged may be eliminated until last remaining runner is winner.

41. Obstacle Race

How Many Can Play—One or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Obstacle suitable for resident. Older residents who are not physically handicapped can have difficult obstacles. For example; climbing over wall, jumping ditch, swinging on a rope, etc. Younger child or physically handicapped resident may require obstacles. These might be: crawling under a bench, crawling under a pallet; or lying on back and pushing self on floor.

How To Play—Game can be played individually, in pairs, or by teams. With very handicapped residents, just getting over obstacles is reward enough.

42. Ocean Wave

(Slide Right)

How Many Can Play—Four to eight in any group. Larger groups may participate.

Play Area Required—Day room or outside area.

Equipment and Materials Required—Chairs for each participant.

Preparation For Activity—Put chairs in circle.

How To Play—Players are seated in a circle with one chair left vacant. A center player is standing. He yells, "Slide left" or "Slide right." Players who are seated move to the left or right to fill the vacant chair as it appears next to them. Center player dashes for vacant seat. Location of vacant seat is constantly changing, for players move into it as it comes next to them. If center player gets the vacant seat, the player losing his seat moves to center of circle and game continues.

Adaptations—Same game could be played with players standing and moving from one circle on floor or ground to another.

43. Old Nag

How Many Can Play—Group of ten or more.

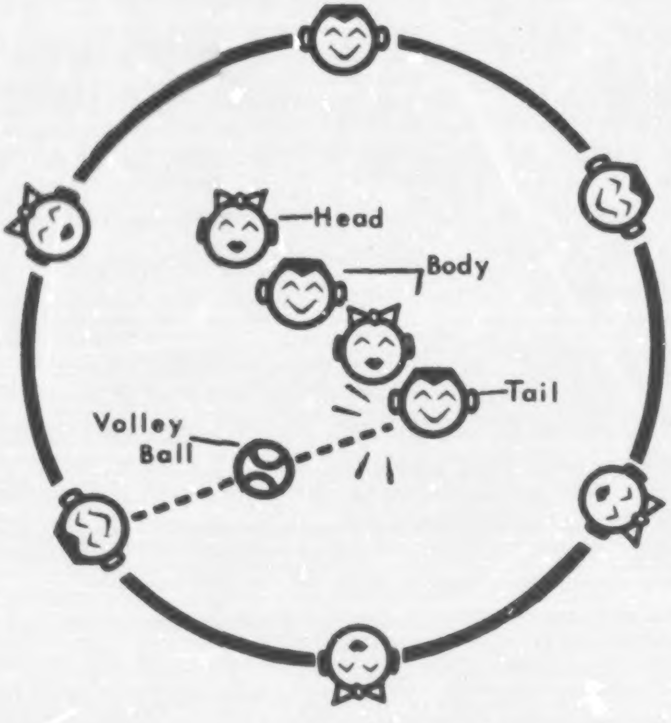
Play Area Required—Inside or outside.

Equipment and Materials Required—Volley Ball or rubber ball.

Preparation For Activity—Single circle facing center. Four players are inside the circle in a line formation, each holding to the one in front, with the first person of the four being the head, the next two the body and the last one is the tail of the nag.

How To Play—The ball is given to a player in the circle. The object of the game is to hit the tail of the Old Nag with the ball. The ball can be passed around the circle to anyone who is close to the tail or it can be thrown to anyone. The only person who can prevent the tail from being hit is the "head." He can wave his arms, hit the ball, or turn any direction to avoid having his tail hit. If the tail is hit, the head falls off and joins the circle. The second player is now the new head and the person who hit the tail becomes the new tail. Play until four or five players have been the "head."

Adaptations—If two circles are playing in competition, the circle that has the fewer heads is the winning team, or the circles having the most heads.

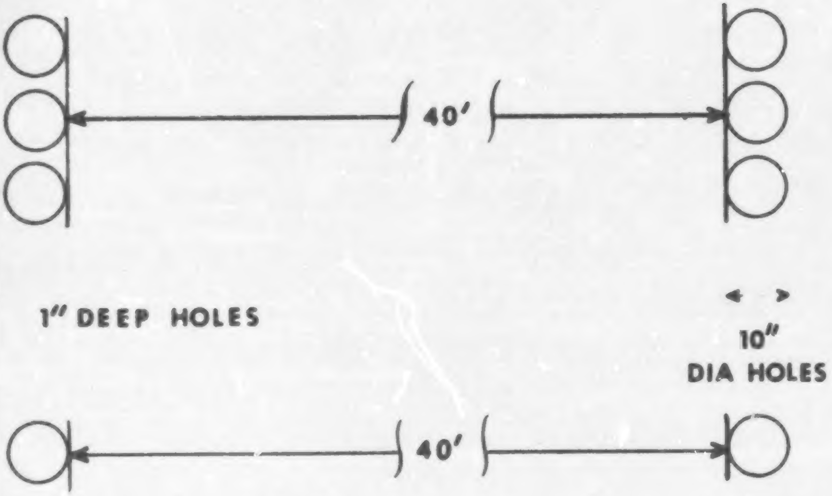


44. Pit Bowling

How Many Can Play—Four to eight players.

Play Area Required—Play yard.

Equipment and Materials Required—Four croquet balls or rubber balls.



Preparation For Activity—Dig two shallow holes about 10 inches in diameter 40 feet apart.

How To Play—Give each player two balls and let him roll ball toward hole. The rules and scoring are as in horseshoe pitching. It is permissible to knock an opponent's ball out of the hole which should be shallow enough for that purpose.

Adaptations—Could be played with three holes at each end and scored as washer game or various other adaptations with more balls used. Could also be used as "ball shuffleboard" by drawing diagram on floor or ground.

45. Pitch The Ball

How Many Can Play—Two residents or one resident and one employee.

Play Area Required—A very small space.

Equipment and Materials Required—A ball, or bean bag or some other bouncy object.

How To Play—The two players stand a certain distance apart and pitch the object back and forth trying to catch it each time.

Adaptations—Actually, it is possible that two residents playing this may often enlarge the group to three, or more residents in a circle formation pitching the ball from one to the other. With the more severely retarded, it is necessary to have a one-to-one basis.

46. Plate Stack

How Many Can Play—Any even number.

Play Area Required—Indoors.

Equipment and Materials Required—Twelve paper plates.

Preparation For Activity—Players form two individual teams and stand in single file. The last player on each team is given six paper plates.

How To Play—On a signal from the leader, the last player on each team passes the plates, one at a time, up the file to the player ahead of him. This is continued until the first player obtains all the plates that are given his team. He stacks them on the floor. The first team to have the six plates stacked scores five points, and this is continued until the residents are tired of the game. Then the score can be added to find out which team won the game.

Adaptations—The first player from each row takes the plates after they have been stacked and goes to the end of the line while everyone moves forward one place. Play continues until everyone has had a chance to stack the plates.

47. Play Train

How Many Can Play—Four or more.

Play Area Required—Indoors.

Equipment and Materials Required—Chairs, large cardboard boxes, string.

Preparation For Activity—None unless cardboard boxes are used for train.

How To Play—Make a line of chairs and let the players pretend this is a train. Slips of paper or cardboard may be used for tickets and money.

Adaptations—Large cardboard boxes may be converted into a train. Cut both top and bottom out of the boxes. Punch two holes in each box and insert heavy cord through the holes and join the two by tying string going together. The sides of the boxes may be painted to resemble a train. The players then stand inside the boxes holding them up and walking or running around the room.

48. Rag Relay

How Many Can Play—Six to thirty (The type of resident will determine the number best suited to play.)

Play Area Required—Day room.

Equipment and Materials Required—Chair for each child. Rag or bean bag.

Preparation For Activity—Chairs must be placed in rows with the same number in each row, one behind the other.

How To Play—Captain sits in each front seat with rag or bean bag in hand. At signal from the attendant, he passes it to the one behind him and so on to the end of the row. When the last player gets it, he stands up to the right of his seat and runs to the front seat. The captain and all the other players stand upon the left side to avoid bumping other players and move back one seat. Game continues without stopping. Each time, the last player in a row gets the rag, he runs forward. When the captain is back in his own place, he holds the bean bag high so the leader can see the winner.

Adaptations—Bean bag or any object that will not break or hurt when grabbed may be used.

49. Red Light

How Many Can Play—Ten to thirty.

Play Area Required—Outside, day room, or recreation room.

Preparation For Activity—None except establishing goal.

How To Play—Players form a line. One player stands about thirty feet from line with back to group and counts to ten. As *It* counts, the players in the line run quickly to reach a goal near *It*. When *It* reaches the count of ten, all players stop where they are. *It* turns and anyone seen moving goes back to starting line. *It* continues to count to ten in same manner until someone reaches the goal; then that person becomes *It*.

Adaptations—One variation might be for *It* to say "Red Light" without counting.

50. Red Rover

How Many Can Play—Eight or more.

Play Area Required—Outdoors.

Preparation For Activity—Explain the game. Divide the players into two even groups facing each other. Groups should be 15 to 20 feet apart. The players stand holding hands as tight as they can.

How To Play—One team calls the other team, "Red Rover, Red Rover, let . . . . (name of one player on the opposite team) come over." The player whose name is called runs and tries to break through the line. If he breaks through, he gets to take a player from that team back with him. If he does not break through, he has to stay on that team. The team with the most players at end of game wins.

51. Ring Throw Or Ring Toss

How Many Can Play—Two to any number.

Play Area Required—Playroom or outside area.

Equipment and Materials Required—Rings (these may be rubber or metal jar rings, rings made from short lengths of rope, rings cut from heavy cardboard, etc.) Post (short length cut from old broom or mop handle and attached to small square of wood to make it stand upright makes a good one.)

How To Play—Place post about 10 feet from pitching point. (This distance may be varied to accommodate the abilities of participants.) Give each player a chance to throw three times. Score may be kept and the player throwing the ring over the post the largest number of times would be the winner. You may have several players with the same score and these could "play off" the tie.

Adaptations—Any number of rings may be tossed. Also, players may be divided into teams and the team making the largest total score wins.

52. Rolling A Log

How Many Can Play—Two or more.

Play Area Required—Day room or grassy area outdoors.

How To Play—Divide group into pairs. One child crawls or "knee walks," while rolling his partner, "the log." The partner rolls on the floor or ground. Partners compete as to who reaches goal line first. Can be used with non-ambulatory and physically handicapped.

53. Scavenger Hunt

How Many Can Play—Ten to twenty players.

Play Area Required—Indoors or outdoors.

How To Play—Divide residents into two teams with a runner appointed for each team. The leader stands at front of room with hand extended to receive articles. The leader calls the name of an article which someone in the room is likely to have, such as a brown shoe, bobby pin, pencil, etc. The runner of each team tries to get the article from his team and runs to place it in the leader's hand. The one arriving first with the article wins a point for the team.

54. See-Saw Marjorie Daw

How Many Can Play—Two or more.

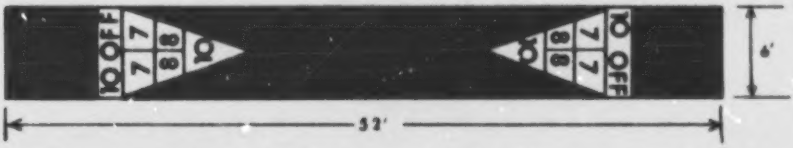
Play Area Required—Indoors or outdoors.

How To Play—Have children sit one behind the other, each holding the shoulders or waist of the child in front of him. They may sit on a low bench or on the floor or ground. Leader demonstrates or commands them to sway forward and back, "To see-saw to Marjorie Daw."

55. Shuffleboard

How Many Can Play—Minimum of two, maximum of four (per court). Others would enjoy watching.

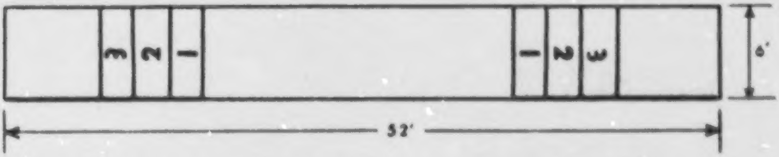
Play Area Required:



Equipment and Materials Required—Have the court marked off and discs and cues available. Select partners if four are playing.

How To Play—One player from each team stands back of the ten off space at each end. Some method can be determined to see who plays first. The first player shoves one of his discs toward the opposite end trying to make it stop on the block numbered 10, 8 or 7. The opposite team member takes the next turn shoving his disc and trying to dislodge his opponent's disc as well as to place his own on the numbers. If a disc touches any line it does not count. This continues until each member has shoved all four of his discs. Score is counted and players on opposite end then shoot. Team reaching score decided on first wins.

Adaptations:



This type of court may be used and played as above. Or, numbered areas on either court may be simply colored for the more severely retarded. "Twenty-one or bust" may also be used for scoring.

56. Softball Throw

How Many Can Play—Any number.

Play Area Required—Outside area (or large inside area for smaller residents).

Equipment and Materials Required—Twelve inch ball, bean bag, ping pong ball, or other objects you can throw.

Preparation For Activity—Draw line on floor or ground for starting game.

How To Play—Put players in line to keep order. Explain the game to them. Then show them by throwing the ball. Each player is allowed three throws and the farthest throw is to be counted. The player stands behind a line and throws three consecutive times.

Adaptations—(1) A line may be drawn and players try to roll the ball to stop on or as near the line as possible.

(2) A bean bag, ping pong ball or other similar throwing object may be used for inside activity.

(3) Pennies, buttons, washers or other round objects may be used to pitch at a line to see who can come the closest.

(4) Many other adaptations may be developed from the above suggestions. This is a good activity for wheelchair residents.

57. Spin the Plate

(Spin the Bottle)

How Many Can Play—Any number over five. (Ten to twenty recommended.)

Play Area Required—Small area, either inside or outside.

Equipment and Materials Required—Metal pie plate or plastic bottle.

Preparation For Activity—Secure plate or bottle and arrange players in circle.

How To Play—Players, standing or sitting in circle, are numbered. One player (the spinner) holds a plate while standing in the middle of the circle. The spinner spins the plate and calls a number. Player so numbered tries to catch the plate before it stops spinning and falls. Failure to do so makes him *It.* (Players may be called by their names instead of a number. This would help others to learn their names.)

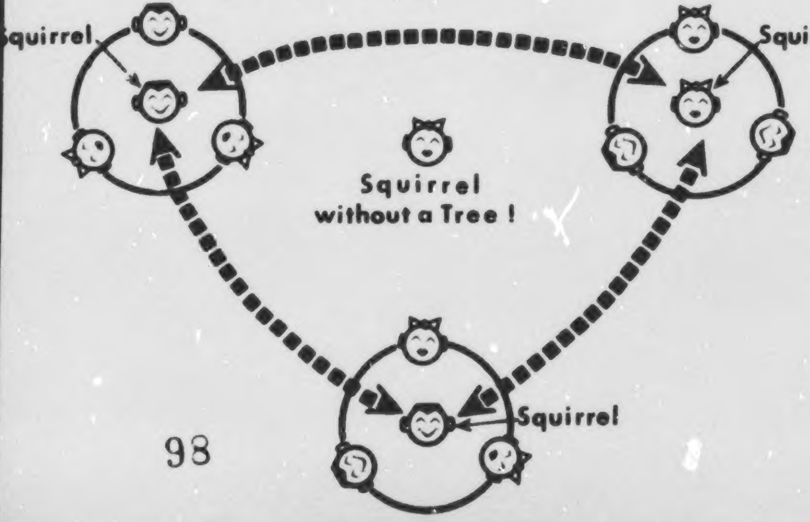
Adaptations—A bottle could be used. Spinner spins bottle and the player it is pointed at when it quits spinning becomes *It,* or drops out until all players are eliminated.

58. Squirrels in Trees

How Many Can Play—Nine, thirteen, seventeen, etc.

Play Area Required—Large room or play area.

Preparation For Activity—Divide players into groups of four. Have three of each group of four stand so as to represent a



hollow tree, facing center with hands on each other's shoulders; have the fourth player stand within to represent squirrel. An extra player represents a squirrel without a tree. Make sure players understand this.

How To Play—On a signal, all squirrels must change trees and the homeless squirrel tries to get a tree. This leaves another squirrel without a tree and the game is repeated. After a few plays, have players of the trees change places with one of the squirrels. This gives everyone a chance to be a squirrel.

Adaptations—Wheelchair residents may participate by acting as trees.

59. Stocking Knocking

How Many Can Play—Any number in sets of two.

Play Area Required—Large indoor area or outside.

Equipment and Materials Required—Two bats, made with coat hangers. Bend the coat hangers so they will be round and stretch half of a stocking over each and tie at both ends. A stocking ball, which is made by stuffing other stockings into a ball-shaped object. (A bat and ball needed for each group of two players or players may take turns.)

Preparation For Activity—Make or secure bats and balls; explain the game and have each two players facing each other at length of distance desired.

How To Play—The players hit the ball back and forth to each other.

Adaptations—(1) Score may be kept. If a player misses the ball the other player gets the point. The game may be played to fifteen or more points. (2) Game may also be played to test the skill of accuracy or distance. The player hitting the ball the longest distance or most accurately is the winner, etc.

60. Tug of War

How Many Can Play—Ten to twenty recommended.

Play Area Required—Outside or large indoor area.

Equipment and Materials Required—One rope 15 or more feet long.

Preparation For Activity—Divide players into equal groups. Have each player tightly grip the rope with both hands and place feet firmly on ground for pulling power. Draw line.

How To Play—At signal to pull, each team tries to pull opposite team across line drawn on ground or floor. When final player has been pulled across line, the team having pulled the other across is declared winner.

Adaptations—Rope may be eliminated by having first player on each team hold hands instead of rope and other players hold on to each other for pulling.

61. Washer Toss

How Many Can Play—Groups of two or four.

Play Area Required—Outside area at least 50 feet in length.

Equipment and Materials Required—Eight 2-inch flat washers.

Preparation For Activity—Secure washers and dig two holes, slightly larger than washers, 20 feet or farther apart.

How To Play—Two players stand by one of the holes and each tries to toss his four washers in the opposite hole. Then the two players on the opposite end try to toss the washers into the hole on opposite end. The winner is the couple who scores the most out of five throws using the four washers each throw.

Adaptations—(1) Two players could participate against each other if there are not enough for partners. Score could be kept, each washer in hole counting five, and the first team to reach agreed on score would win.

(2) Three holes could be dug on each end, in a row, with each hole 6 inches apart. First hole to count one, second hole three, and last hole five. First team reaching twenty-one would be winner. "Twenty-one or bust" could be played.

(3) Many players play game by letting one player's washer in a hole "kill" other player's washer in same hole.

62. Wheel Chair Basketball

How Many Can Play—Groups of six or eight recommended.

Play Area Required—Inside or outside.

Equipment and Materials Required—Ten inch playground or volley ball, a bushel basket or a plastic trash barrel.

How To Play—Wheel chair players are placed in single line. The basket is placed about 10 feet away in front of the line. The attendant starts at the end of the line and allows each participant to try to throw the ball into the basket. They may be given a second or third try if they do not succeed the first time.

Adaptations—(1) A 5 or 10 gallon milk can or small barrel may be used and a regular softball. Each player may be given a certain number of throws and the one making the most baskets wins.

(2) Residents may be placed in a circle with the basket or milk can in the middle.

63. Wolf Over the River

How Many Can Play—Three to unlimited number. A group from twenty to twenty-five recommended.

Play Area Required—Best suited to an outdoor area or gymnasium.

ation building floors, concrete basketball courts, and tennis and volleyball courts.

Permanent washer holes may be set in small concrete blocks (level with top of ground) and made available to all areas.

Flying kites is enjoyed by many residents. These are easily made and large groups may watch as spectators. An entire ward could engage in this activity with very little preparation or supervision. Adaptable for wheelchair residents.

Pitching pennies or other round objects at a seam in sidewalk is enjoyed by residents. A line may be drawn on any floor area with chalk.

Special Suggestions for Severely Retarded

Water play for youngsters and the more severely retarded is an enjoyable activity and also helps get them prepared for using the swimming pool. Put them in tub or plastic pool individually. Splash the water on them and they will gradually learn what it is about and become accustomed to the water.

Outside shower baths are enjoyed by residents. During warm weather, residents may be given such baths by simply attaching a nozzle on a hose and using regular hydrant water. Spraying each other with a hose is fun for all levels of residents.

An inflatable wading pool can be used to float boats or wooden blocks. This may be used in day room with supervision.

Tearing paper or cloth is enjoyed by residents who are severely handicapped. This can be a creative activity by using the products in paper mache or stuffing toys. Place the residents in a circle with box in center. Let them tear freely but teach them to pick up afterwards.

Non-ambulatory residents may lie on their stomachs facing each other. In this position they can roll a ball back and forth to each other or to an attendant.

All institutions should work toward the *goal of getting non-ambulatory residents out of bed.* The use of pallets, walkers and other equipment is of great help in reaching this goal. Various types of straps and devices can be developed which will permit almost all residents to sit in wheelchairs. This enables them to see what is going on and, with some, to participate in activities.

Floor exercise for the non-ambulatory is very beneficial. This may be on the actual floor or on pads such as tumbling mats.

Plastic and rubber toys are usually found to be more preferable for bed play than stuffed toys made of fabric or fuzzy materials.

The use of music in dormitories of both the non-ambulatory and profoundly retarded youngsters often provides much entertainment during periods of inactivity. This may be accomplished by the use of central music systems, record players or radios. Music of a soothing nature is generally found to be more satisfactory.

The use of cradle-gyms and mobiles across crib beds serve to entertain the children for long periods of time.

It is recommended that these residents be allowed certain periods of *free play each day*. Such activities may take the form of floor play, tricycle riding, pulling wagons and play with rubber balls.

Small toys of metal or *wood with sharp edges should be avoided as much as possible*. Articles which the children may eat or swallow should also be restricted unless the children are very closely supervised.

Very large balls, rubber or plastic animals, and plastic building blocks have been found to be most useful with the profoundly retarded ambulatory residents.

Other Activities which might be used by Ward Personnel

1. Football
2. Basketball
3. Softball
4. Volleyball
5. Swings
6. Slides
7. Obstacle courses
8. Shuffleboard (painted lines on sidewalk)
9. Jungle gyms
10. Tetherball
11. Badminton
12. Croquet
13. Sand boxes
14. Bicycles
15. Tricycles
16. Skating
17. Bus rides
18. Walks, picnics
19. Dodgeball

C

MUSIC and RHYTH

65. Bouncing Balls to Music

How Many Can Play—One to unlimited number.

Play Area Required--Indoors or outdoors.

Equipment and Materials Required—Piano, record player and record or tape recorded music, rubber balls (preferably 8 to 10 inches in diameter.)

Preparation For Activity—Secure music and obtain desired number of rubber balls.

How To Play—Have the players stand in a circle, each holding a large size rubber ball. Explain to the group that as the music is played they are to bounce the balls to the time of the music. One player should be chosen as the director. He is to beat time with his arms. Have all players watch the director and bounce the ball each time the director makes a downbeat. The director stands in the center of the circle so all players can see him. If directing is too difficult, the director should also have a ball. Each player bounces his ball at the same time the director or leader does.

Adaptations—(1) The players can form two lines facing each other. As the music is played, one player can bounce the ball in time with the tune over to his partner. The partners face each other standing about three to four feet apart. (2) For more severely retarded groups, players need not be in a definite formation. They should bounce the ball in time with the rhythm each one hears in the music.

66. Choo-Choo

How Many Can Play—Three or more. This is a good game for a large group.

Play Area Required—Indoors or outdoors.

Preparation For Activity—Explain the game. Line the players up in a single line one behind the other with their hands on the shoulders of the person in front of them. The attendant will lead the line and be in front.

How To Play—The players will follow the leader and pretend that they are a train. The leader should encourage them to make noises like a train. Let each resident have a chance to be the engine.

Adaptations—(1) A bell or simple whistle could be used by the leader. A marching record could also be used.

(2) Adapt to musical train. Participants line up behind any number of leaders. An attendant or popular resident should be the leader. Play a Rock and Roll or Swing type record. Participants place hands on hips or shoulders of person in front. As the music starts, the lines move forward and may proceed in any direction using a rhythmic motion or step. March music may be used for variation. Horizontial lines may be used.

67. Cooperation

How Many Can Play—Eight—sixteen—thirty-two or sixty-four players.

Play Area Required—Any space level enough for marching and large enough for group desired.

Equipment and Materials Required—Piano, record player and records, or tape recorded tunes.

Preparation For Activity—Some source of music.

How To Play—Have players seated in large circle with one couple standing in the center. When the music stops, they say goodbye to each other, separate, and each gets a new partner. There are now two couples marching. Each time the music stops, the couples say goodbye and each gets a new partner from the seated players. When all the players are marching, the game may be continued if desired by having them exchange partners when the music stops.

68. Did You Ever See A Lassie?

How Many Can Play—Best suited for a group of six to twenty. The size of the group should depend upon the area available.

Play Area Required—Best suited to indoor areas but may also be played out-of-doors if facilities are available.

Equipment and Materials Required—Either a record player or the song may be sung.

How To Play—Players join hands to form a circle. One player is selected to stand in the center of the circle. As the music or singing starts, the players circle around the center player. When the song says, "Did you ever see a lassie go this way and that?" the player in the center performs a stunt or some action. The players in the circle stop circling and imitate this action. When the song is over, the center player selects someone to be in the center and the game is continued.

Did you ever see a lassie, a lassie, a lassie
Did you ever see a lassie go this way and that?
Go this way and that way, go this way and that way
Did you ever see a lassie go this way and that?

Adaptations—If a male is the player in the center, the word "laddie" is substituted for "lassie."

69. Little Sally Ann

How Many Can Play—Eight to ten.

Play Area Required—Outside, dayroom or recreation room.

How To Play—Form a circle. One player kneels in the center. Sing "Little Sally Ann sitting in the sand—weeping and crying for a nice young man. Rise Sally rise, wipe your dirty eyes.

Point to the east, point to the west. Point to the one that you love best." Player chooses someone to take his or her place in the center of the circle and the game continues again.

Adaptations—Any similar song could be used.

70. London Bridge

How Many Can Play—Five or more.

Play Area Required—Indoors or outdoors.

Preparation For Activity—Explanation of game to players.

How To Play—Choose two players to act as the "bridge." (Attendant can, and in some cases must, assume one of the roles). These two should hold hands raised above their heads. The other players walk in line under the bridge as the two members of the bridge sing "London Bridge." At the end of the song ". . . my fair lady" the "bridge will fall" and a player is caught. The "bridge" will then sing, "Take the key and lock him up, lock him ——— my fair lady." One side of the bridge is a peach, the other a pear (or two closely matched objects.) The "captured" player is asked if he wants a peach or a pear and his choice decides which side he is on. Repeat. When all are "caught" the two sides have a tug-of-war.

London bridge is falling down,
Falling down, falling down
London bridge is falling down
My fair lady.
Take the key and lock him up
Lock him up, lock him up
Take the key and lock him up
My fair lady.

Adaptations—For non-ambulatory, residents may crawl instead of walking with "bridge" partners kneeling instead of standing.

71. Looby Loo

(Hokey-Pokey)

How Many Can Play—Four to thirty. It is better to have a large group.

Play Area Required—Indoors or outdoor area.

Equipment and Materials Required—Record player and record (if music is desired).

Preparation For Activity—Secure source of music (if desired).

How To Play—Everyone forms a circle, holding hands. Follow directions with the verses.

> Here we go Looby Loo, Here we go Looby Light,
> Here we go Looby Loo, all on a Saturday night.
> (Circle to the left and right on alternating choruses.)
> I put my right foot in, I put my right foot out,
> I give my right foot a shake, shake, shake,
> and turn myself about.

(Follow instructions for other verses) Left Foot, Right Hand, Left Hand, Head In, Whole Self In.

Adaptations—(1) The group may be broken up into smaller circles. Competition may be included by having everyone that makes a mistake leave the circle. The circle with the largest number of people still in it at the end of the song is declared the winner.

(2) Same for Hokey-Pokey.

72. Marching

How Many Can Play—Groups of six to eight.

Play Area Required—Inside.

Equipment and Materials Required—Record player and march records, a piano and player, or tape recorder and taped tunes.

Preparation For Activity—Secure source of music and set it up.

How To Play—Players are lined up one behind the other with hands placed on shoulders of the player in front. Start the record player and let players march in this fashion.

Adaptations—(1) Line the players up in single file. Select a leader to lead them in marching. March around the room to the music, following the leader. Let each player take a turn at being the leader.

(2) With residents who are so severely retarded that they are unable to stand in line, it is possible for the ones who wear blue jeans or overalls to call the game a train or elephant and let them hold on, either to the straps or the pants pockets of the person in front of them, so as to keep in line.

73. The More We Get Together

How Many Can Play—Two to unlimited number. Best for large sized groups.

Play Area Required—Indoors or outside.

Preparation For Activity—Secure song leader to give instructions.

How To Play—Sing the song as everyone knows it, but having the entire group stand up or sit down on the words "together" and "friend." If everyone does it right, they will start out sitting down and end up standing up. Repeat it to return them to sitting position.

The more we get together, together, together
The more we get together, the happier we'll be.

For your friends are my friends, and my friends
are your friends
The more we get together, the happier we'll be.

Adaptations—You may divide the group into two sections. If anyone stands when he should be sitting, he is eliminated and must leave the group. At the end of the song, the team with the most players is declared the winner.

74. The Mulberry Bush

How Many Can Play—Three to unlimited number.

Play Area Required—Indoors or outdoor area.

Equipment and Materials Required—Piano, record player and record, "Here We Go Round The Mulberry Bush," or tape recording of this record.

Preparation For Activity—Secure source of music. Teach players the words and have them sing as they play.

How To Play—Players all join hands in circle. As they sing the first verse, they skip round the circle. As other verses are sung, each player drops hands and, while standing in one place, makes the motions described in the tune. After each verse, all players join hands skip around the circle, again singing the first verse or chorus.

Here we go round the mulberry bush, the mulberry
bush, the mulberry bush
Here we go round the mulberry bush, so early in
the morning. (First verse and chorus).
This is the way we wash our hands, etc. . . .
This is the way we comb our our hair, etc. . . .

Adaptations—(1) If the group is not ambulatory (such as wheelchair residents), the players may sit in their chairs and move their hands in a circle whenever the chorus is sung and make the motions on each of the verses.

(2) This may be played as a "Follow the Leader" type game also. All players line up behind the leader. As the chorus is sung, the leader leads the group in a twisting line about the room. As each verse is sung, the players stop walking and imitate the leader in appropriate motions.

75. Musical Chairs

How Many Can Play—Four to unlimited number. Use smaller number with the more severely retarded.

Play Area Required—Best suited for indoor areas but can be used outside if chairs are available.

Equipment and Materials Required—Either piano, record player with records, tape recorded tunes, or any other source of music. (Marches are preferable.)

Preparation For Activity—Secure music and a chair for each participant.

How To Play—Chairs should be placed in a circle, the backs toward the inside of the circle. If area space will not permit a circle, the chairs can be placed back to back in two lines. The players are all seated in the chairs. When the music starts, all players stand up and begin to walk around the circle, close to the chairs (all walk in same direction). As the players are marching, remove one chair from the circle. Stop the music in such a way that the group does not know when to expect it. Each player sits down in the chair closest to him. The player left without a chair is out of the game. The music starts again, the players stand and march around. Again remove one chair —when the music stops, the player without a chair is out of the game. Continue until only one player is left seated in the last remaining chair. He is the winner.

Adaptations—(1) Players may sing simple tunes as they march around if no other music is available. When the leader shouts "Stop," all may be seated. If all players insist on continued participation, instead of removing chair, it can be turned facing the inside of the circle. Thus, those who cannot find a chair on the outside can go inside the circle and continue to march around.

76. Get Acquainted Musical Chairs

How Many Can Play—Ten to thirty.

Play Area Required—Indoors or outside.

Equipment and Materials Required—Chairs for all but one player.

Preparation For Activity—Place chairs in a circle facing out.

How To Play—Players march around the chairs until the music stops. When it stops, all try to get a chair. The one who is left out introduces himself and takes a seat in the circle, thereby, making one less chair than there are players marching. As each marcher passes this player, they repeat his name. This continues until all the chairs are filled. The one left standing wins.

77. Musical Statues

How Many Can Play—Four to any number.

Play Area Required—Dayroom, recreation room or outdoors.

Equipment and Materials Required—Record player and record or other source of music.

Preparation For Activity—Secure and set up music. Select judge.

How To Play—Start music. Participants march to music in circle. When music stops, participant must stand motionless in position he is in. He is eliminated by judge if he giggles or moves. After first one is eliminated, music is resumed and whole game is repeated until all are eliminated.

78. Musical Quiz

How Many Can Play—Two to unlimited number.

Play Area Required—Best suited to indoor areas but may also be used outside if facilities are available.

Equipment and Materials Required—Secure a piano, record player and records, tape recorded tunes or other sources of music (ten or more tunes).

Preparation For Activity—Secure source of music.

How To Play—Divide players into two or more groups. Play a tune. Group naming the tune first wins one point. (Any player in a group may identify any tune.) Play the second tune and continue in the same manner until all selections have been played. Any tune which players cannot identify should be named by the leader and can be replayed later in the game to help players learn new songs. The group identifying most tunes wins.

Adaptations—(1) Groups may be lined up in rows facing leader and those at front of line try to identify first tune. Score is kept in same manner as above but head players go back of line after tune is completed or identified. Have same number of players in each group and enough selections to give everyone a chance. Group with highest score wins. (If neither of the head players can identify a tune, they both go to the back of line and the next two players are given a chance.)

(2) In another adaptation, the above procedure would be followed except that the player identifying the tune would go to the back of the line and the other one would remain in front. In this case, the line completely rotating first would be the winner. Or the player naming the tune stays in front and the other head player goes to the back of the line. In this game, the line completely rotating first would be the loser. Numerous other adaptations may be made for this activity.

79. Musical Red Hot

How Many Can Play—Six to unlimited number.

Play Area Required—A space large enough for a circle to accommodate the number of players.

Equipment and Materials Required—A record, record player and ball. (Other source of music could also be used.)

Preparation For Activity—Set up the necessary equipment and have the ball available. Select someone to start and stop record (attendant may do this.)

How To Play—Arrange players in a circle and show them what direction to pass ball when music starts. Start music. When the music stops, player with the ball is automatically out of the game. Start music again and continue as before. The object is to see who will be the last one left in the game.

Adaptations—(1) If the group is large enough, it is often advisable to have more than one ball going at the same time. This makes the game move a little faster and allows more to play and more to get out.

(2) This is a game which may also be played by wheelchair residents by placing them in a circle with the arms of their chairs touching.

80. Pop Goes the Weasel

How Many Can Play—Twelve to unlimited number.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Record player and records or other sources of music.

Preparation For Activity—Secure source of music.

How To Play—The residents are divided into groups of three, the small groups are arranged around a circle. The groups of three form a Horse and Chariot, i.e., one player stands in front. With his right hand he grasps the right hand of the player behind him on his right side. With his left hand he grasps the left hand of the other player. The two players who form the chariot join their other hands behind the front player.

All around the chicken coop
The monkey chased the weasel
That's the way the money goes
Pop goes the weasel.

I've no time to wait or sigh
I've no time to wheedle
Only time to say goodbye
Pop goes the weasel.

A penny for a spool of thread
A penny for a needle
That's the way the money goes
Pop goes the weasel.

While singing the song, all groups skip around the circle to the left until the word "pop." At this word, the back two players raise their joined hands and the front player pops under them and meets the next two players which were behind his group at the beginning. Continue as above. Change the "horse" quite often, as this player will become tired.

81. Row, Row, Row Your Boat

How Many Can Play—Unlimited number of couples.

Play Area Required—Indoors and/or outdoors.

Equipment and Materials Required—Piano, record player and the record or tape recording of the tune.

Preparation For Activity—Secure music or teach players to sing the tune.

How To Play—Divide the players into couples. The couples all sit on the floor. The two players face each other, soles of feet together, legs spread apart, holding hands. Move backward and forward to the rhythm of the tune.

> Row, row, row, your boat gently down the stream,
> Merrily, merrily, merrily, merrily, life is but a dream.

82. The Seed Cycle

How Many Can Play—Thirteen to twenty-five.

Play Area Required—Indoors or outdoors wherever there is enough room to allow the group to move about.

Preparation For Activity—Divide the players into groups of Seed, Wind, Rain, Sun, and one Farmer.

How To Play—The music is sung one or more times for each part of the action depending upon the number of players. As all sing, the following pantomime is acted out:

1. The farmer sows his seed, etc. (seeds curl up on ground).
2. The winds begin to blow, etc. (winds run about waving arms).
3. The rain begins to fall, etc. (rains run about, fingers hanging to indicate rain).
4. The sun begins to shine, etc. (sun players walk slowly, arms up, palms forward).

5. The seeds begin to grow, etc. (seeds slowly rise to become grain).
6. The farmer cuts his grain, etc. (action as with scythe, grain falls).
7. The farmer binds his sheaves (he touches three at a time who stand back to back).
8. And now the harvest is in, etc. (all skip around sheaves with hands joined).

83. She'll Be Coming Round the Mountain

How Many Can Play—Two to unlimited number.

Play Area Required—Indoors or outdoors.

How To Play—Sing the song through once. On the second verse, everyone makes the motion of pulling back with both hands as though pulling in the reins. On the third verse, everyone waves hand as though in greeting. On the fourth verse, everyone throws hands above heads. On the fifth verse, everyone makes a chopping motion with right hand. On the sixth verse, everyone claps the side of his head in dismay. The leader stands in front to demonstrate as the group sings.

> She'll be coming around the mountain when she comes,
> when she comes
> She'll be coming around the mountain when she comes,
> when she comes
> She'll be coming round the mountain, she'll be coming
> round the mountain, she'll be coming around the
> mountain when she comes.
>
> She'll be driving six white horses when she comes.
> *Whoa back (motion)*
> We will all go out to meet her when she comes.
> *Hi babe (motion)*

We will be singing "Hallelujah" when she comes.
  Hallelujah (motion)
We will kill the old red rooster when she comes.
  Hack Hack (motion)
She will have to sleep with grandpa when she comes.
  Oh! No! (motion)

Adaptations—Divide the group into two sections. Have everyone stand when they do the motion. When anyone fails to stand, they are eliminated and must leave the group. The section having the largest number at the end is declared the winner.

84. Simple Rhythm Bands

How Many Can Play—Four to unlimited number (around thirty).

Play Area Required—Best suited to indoor areas.

Equipment and Materials Required—Rhythm sticks, tambourines, triangles, jingle bells, record player and records or piano. Homemade noise makers and instruments are also effective and inexpensive.

Preparation For Activity—Secure a source of music and have rhythm instruments available.

How To Play—Begin with rhythm sticks only. As group progresses in skill add other instruments. Records of such songs as Three Blind Mice, Twinkle Twinkle Little Star, simple children's marches, rhythmic recordings of nursery rhymes, etc., may be used.

85. Sing Along

How Many Can Play—Two to unlimited number.

Play Area Required—Best suited to indoor area.

Equipment and Materials Required—Either a piano or record player needed: Mitch Miller Sing Along records, records of favorite hymns, recordings of nursery rhymes or Negro spirituals. Examples of songs: Down by the Riverside; De Camptown Races; Sewanee River; My Old Kentucky Home; Nobody Knows the Trouble I've Seen; Deep River; Swing Low, Sweet Chariot; Walk in Jerusalem; Oh Dem Golden Slippers; Oh, Susanna, etc.

Preparation For Activity—Secure source of music.

How To Play—On a piano or a record player, play familiar songs and have the group sing along with the music. Simple, well known songs are best suited for this type of activity. Divide the group into two sections. The group that can sing loudest will be declared the winner. The winner may also be the group that can sing the softest.

86. Skip Tag

How Many Can Play—Six to unlimited number.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Record player and record or piano.

How To Play—Players sit in a circle. The music is started (this should be a lively march type music) and one player is chosen to begin by skipping around the room. The other players hold out one hand near enough to the path of the one skipping so that he may tag their hand as he goes by. The one whose hand is tagged then gets up and skips around the room, while the one who tagged him leaves the floor. This continues until all the players have been tagged.

87. Where Is My Head

How Many Can Play—Two to unlimited number. Especially good for a larger group.

Play Area Required—Inside and outside area.

How To Play—Have everyone stand in a circle. As each line is sung the corresponding part of the body is touched.

> Where is my head? Right here (motion)
> Where are my eyes? Right here (motion)
> Where are my hands? Right here (motion)
> What do they do? They shake, shake, shake.
> (On this line everyone shakes hands with the person nearest them.)
> Where is my elbow? Right here (motion)
> Where are my ears? Right here (motion)
> Where are my feet? Right here (motion)
> What do they do? They stamp, stamp, stamp.
> (On this line, everyone stamps feet three times on the floor.)

Adaptations—This can be carried on as long as there are areas of the body to be used.

(1) Divide the group into two lines. Whenever anyone fails to touch the proper part of the body, he is eliminated from the game. The group with the largest number at the end is declared the winner.

(2) This song may also be used to identify objects around the room, i.e., "Where is the TV?" "Right here." "Where is the door?" "Right here." Use the same rules as above.

88. Helpful Hints

Multiplication Dance—Definitely a good mixer to get a dance started. Select one couple to start dancing. After only a few steps stop the music; the couple separates and each chooses new partner. Two couples dance a few steps to music and these couples separate and choose other partners until everyone is dancing.

Rhythmic Activities—The following exercises may be done to the clapping of hands only. Everyone forms a large circle when doing the following steps. The leader should always demonstrate each movement first, clearly defining it. Movement may be to the left or right, alternating as the leader sees fit. The following steps may be used: High Steps, Small Steps, Large Steps, Sliding, Hopping, Skipping, Running.

An *imitative chair march* is usually enjoyed by forming a long line behind the leader and following him, doing the movements that he does. Clapping is used as above.

The following *action rhythms* are enjoyed when done to music, utilizing the rhythms of the music: March, Skip, Gallop, Sway, Ride, Skate, Tip-toe Run, Giant, Run and Clap, Point-toe and Bow, Bounce, Walk.

Residents enjoy listening to *descriptive music* and imitating animals or objects according to the type of music played. They may imitate Elephants, Kangaroos, Ducks, Birds, Bees, Rabbits, Frogs, Mice, Turtles, See-Saws, Trains and Airplanes.

It is often *quieting* to the residents to have them sit and listen to *soft music* for a few minutes *before going to meals or bed.*

Residents enjoy *listening* to their *voices* on *records* and *tape recordings*. This is often a most worthwhile activity where facilities are available for taping songs or making records of individual's singing or talking.

Group singing around a piano is most enjoyable to many retarded residents.

Where *resident bands* are available, they may be utilized on different wards for the enjoyment of other residents.

QUIET and TABLE GAMES

89. Cross Questions

How Many Can Play—A group having an even number.

Play Area Required—Indoors or outdoors.

How To Play—Players stand in two rows facing each other. A leader is selected for each team. One leader walks behind his team and whispers a question to his team. At the same time the other leader walks behind his team and whispers a statement to be used in answer to the question. He does not know what the questions are. Then the first player on one team repeats the question given to him to the opposite player on the other team who must give his answer. The second player then asks his question and so on down the line.

Adaptations—This game may be played as a paper and pencil game. A number of questions may be written on small slips of paper. On other slips of paper, statements to be used as answers may be written. One group may draw a question and the other group may draw answers. Then standing in rows, the questions may be read by the question group while the answer group gives their answers.

90. Dolls

How Many Can Play—One or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Dolls and clothing, bottles, etc.

How To Play—Encourage the residents to want to play and dress the dolls. Let each resident choose the doll she wants to play with. Pretend that the dolls are real babies and teach the residents to dress them and take care of them. Do not let the residents play with the dolls so much that they get tired of them. The dolls should be put up until time to play with them. Doll equipment (bottles, etc.) should be used in playing dolls if available.

91. Figures On Cards

How Many Can Play—One to ten.

Play Area Required—Small area indoors or outdoors.

Equipment and Materials Required—Stars, squares, circles, etc. (or pictures) cut from colored construction paper. Rectangular index cards.

Preparation For Activity—Paste the pictures on the index cards with little space between the top and the bottom.

How To Play—Put the cards in a box and pull them out one at a time. Then let the players identify the pictures.

Adaptations—Three dimensional objects may be used on the cards such as beads, buttons, etc.

92. Guess a Color

How Many Can Play—Five to twenty-five.

Play Area Required—Any area large enough to seat the number of players planning to participate.

Equipment and Materials Required—A number of different colored beads or colored discs, or any small object that might be concealed in the hand. There should be several different colors of whatever material is selected.

How To Play—The attendant selects a disc or.bead and conceals it in his hand without letting the players see it. The players are asked to guess the color selected. The one who guesses the correct color becomes the next leader. The new leader chooses a disc or bead, and asks the group to guess the color selected. Again, the player guessing the correct color becomes a new leader, etc.

Adaptations—(1) Rather than using beads or discs, the player who is the leader might say, "I see a color." The players are then asked to guess what color the leader has seen and the one guessing correctly becomes the new leader.

(2) With younger children or less capable players who are just beginning to learn their colors, a large board with different colored cards on it may be used. Place a card of each of the basic colors on the board, ask the children to turn their heads or hide their eyes, remove one of the cards, let the children open their eyes and guess which color is missing.

(3) The leader may say, "I see something red," and the group guesses which red object the leader has in mind. The person guessing correctly gets to choose the next object.

(4) Objects may be selected by shape or by the first letter of their name. (I see something round, or I see something that begins with T).

93. Imitate Animals and Birds

How Many Can Play—Unlimited number.

Play Area Required—Area depends on the number of residents participating.

How To Play—Seat the players on the floor or in chairs. Have one stand up in front of the group and do an imitation of a bird or animal (either one of his own choosing or that you select). It may be sounds, actions, or both. Let the group guess the bird or animal being imitated. The first one to guess correctly gets to do the next imitation, etc.

94. Laughing Hyenas

How Many Can Play—Ten or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—One tin plate.

Preparation For Activity—Secure tin plate.

How To Play—Divide the group into two teams, one group is "tops" and one is "bottoms." The leader spins the plate in full view of everyone. When the plate lands, if the bottom is up the group designated as "bottoms" laughs heartily; the others are silent. If the plate lands "top" side up, the group named "tops" laughs. Any player laughing out of turn joins the other team.

Adaptations—(1) Spin the Bottle: Instead of a plate, a bottle may be used. Before spinning the bottle, the leader might ask a question such as, "Who is the prettiest?" or, "Who can sing best?", etc. The leader then spins the bottle and the person to whom the bottle points is the proper one to answer the question.

(2) The bottle can also point to players to do stunt or task such as "Stand on your toes" or "Walk around the room twice," etc. In either case, once the player pointed to has answered the question or performed the stunt, this player becomes the spinner for the next time and may ask the question or name the stunt to be done.

95. Play "Look"

How Many Can Play—Two or more.

Play Area Required—Indoors or outdoors.

How To Play—The attendant starts the game by telling the players that he sees a house, picture frame, bird, etc., and the players point to the object. When the residents have learned the game, they can take turns being the leader.

Adaptations—If the players are on a higher level, the leader can only describe the object and the players guess what it is from the description.

96. Pass the Thimble

How Many Can Play—Eight or more.

Play Area Required—Any area where there is space to seat a group in a circle.

Equipment and Materials Required—Any small object which might serve as a thimble and small enough to be enclosed in palms of players' hands.

Preparation For Activity—Seat players in a circle.

How To Play—The purpose of the game is to pass an object (which serves as a thimble) from one player to another without being seen by the other players. Have the seated players hold out their hands, palms together. *It* is designated by the attendant and walks slowly around the circle inserting his palms between the palms of the other players, one by one. During this time, *It* steps back and asks, "Who has the thimble?" Each player guesses in turn; when the player who has the thimble is guessed correctly, he becomes the next *It*. The game then proceeds as before.

Adaptations—(1) This game may also be played by taking a strong piece of cord long enough to reach around the circle of players. Place a ring on the cord, and tie the ends of the string together. Have the children all hold the cord in their hands while *It* stands in the center of the circle. While *It* hides his eyes, the ring is passed around the circle from hand to hand until the leader says "ready." *It* opens his eyes and tries to guess who has the ring in his hands at this time. If *It* guesses correctly, the person holding the ring gets into the center of the circle and becomes *It* while *It* takes his place in the circle.
(2) Players sit in a circle with chairs close together. *It* stands in the center and tries to get the handkerchief when it is passed around the circle from player to player. The handkerchief may go in either direction and change directions at will. If *It*

gets hold of the handkerchief or touches it, the seated player having it at the time becomes *It*.

97. Peas Porridge Hot

How Many Can Play—Two or groups of twos.

Play Area Required—Indoors or outdoors.

Preparation For Activity—Teach the rhyme:

> Peas porridge hot, Peas porridge cold,
> Peas porridge in the pot, nine days old,
> Some like it hot, some like it cold,
> Some like it in the pot, nine days old.

How To Play—Two people sit facing each other, knees against knees, while they recite in unison. At the first word (peas) of the first line, each player claps his own hands on his own knees; at the second word (porridge) he claps his own hands together; at the third word (hot), he claps his hands against his partner's hands. The same action is repeated for all of the first line. For the second line, each player claps his own knees at the first word (peas); he claps his own hands together at the word (porridge). He claps his right hand against his neighbor's right hand at the words (in the); he claps his own hands together on the word (pot). On the first word of the last sentence (nine), he claps his left hand against his neighbor's left hand; on (days), he claps his own hands together and on (old), he claps each of his hands against each of his neighbor's. This same action is repeated for the second stanza.

98. Picture Or Object Matching

How Many Can Play—One to ten.

Play Area Required—Small area indoors or outdoors.

Equipment and Materials Required—Small boxes or envelopes for each player. Each box or envelope should contain between five and ten pairs of matching pictures cut from magazines.

Preparation For Activity—None except getting envelopes and pictures together.

How To Play—Give each player an envelope containing the pairs of pictures. The pictures should be mixed up and the players should try to match up their own sets of pictures.

Adaptations—(1) Pairs of objects other than pictures could be put in the envelopes or boxes.

(2) Squares or circles of different colored construction paper could be used. This could help teach the residents to recognize colors.

(3) Pairs of numbers may be used for enjoyment and teaching by matching the numbers.

(4) A picture might be cut into pieces and require putting back together.

(5) You might mix up the pairs so that the residents must check each others' pictures for those which match his own.

99. Poor Pussy

How Many Can Play—Four or more.

Play Area Required—Dayroom or outside area.

Equipment and Materials Required—Chairs for the players.

Preparation For Activity—Arrange chairs in a row or in a circle.

How To Play—Seat players. One player is selected as pussy. Pussy kneels before a seated player and says "Meow." The player pats pussy on the head and says "Poor Pussy." This is repeated three times. If pussy succeeds in making the person laugh during this procedure, they change places and the new pussy tries to make someone laugh. If he is not successful then he must go to another player.

Adaptation—This game may be played with wheelchair residents.

100. Potatoes

How Many Can Play—Three or more.

Play Area Required—Small area, indoors or outdoors.

Preparation For Activity—Explain the game. Have the players put their potatoes (fists) out in front of them. The leader, who is the attendant, also does this. The players form a circle.

How To Play—The leader starts with the player on his left and counts potatoes (one potato, two potato, three potato, four; five potato, six potato, seven potato more.) The potato that "More" ends on is out and the player puts it behind his back. The players remain and the leader then starts with the potato after "More." When a player has the word "More" end on his second potato (hand), he is out of the game. The last player left in the game is the winner.

101. Push-Out Cards

How Many Can Play—Two to six players.

Play Area Required—Indoors around a table.

Equipment and Materials Required—Push-out Lotto Games (puzzles, etc.)

Preparation For Activity—Secure puzzles or other supplies.

How To Play—Seat the players around the table. Have them push out the pieces. Turn all the pieces face up on the table and move them around until they are well shuffled. Each player in turn selects a piece and tries to fit it into his card. If it does not fit, he must put it back on the table and the next player can take his turn. The first player to fit all the pieces on his card is the winner.

Adaptations—(1) Picture Puzzles: Push out the pieces on each card and try to put them back in correct places.

(2) Alphabet, numbers, colors—The residents may learn to recognize these by playing with them.

102. Red Circle

How Many Can Play—Two to eight.

Play Area Required—Small space indoors or outdoors.

Equipment and Materials Required—Index cards with different colored circles on them are needed. A shoe box is needed for the "pot."

Preparation For Activity—Secure needed items.

How To Play—Place a shoe box (the pot) in the middle of the table or the floor. Deal the cards to the players. Players put the cards in front of them face up. The first player chooses a card and holds it up saying "red circle" or whatever color circle is on the card. If he cannot talk, the leader says, "red circle." Everyone is urged to look at the card, and then look at his cards to see if he has any like it. Players toss all the red circles into the pot. The second player picks up the card and repeats the performance. The player who gets all his cards in the pot first wins. Keep playing until you have second, third winner, etc.

Adaptations—Stars, squares, or numbers may be used.

103. Rock School

How Many Can Play—Two or more.

Play Area Required—Small area indoors or outdoors.

Equipment and Materials Required—A rock, button, etc.

Preparation For Activity—Explain the game to the players. Choose someone to be the "teacher" and line the rest of the players in a single line facing the teacher. Have the players to sit down at their places.

How To Play—The "teacher" faces her students (players) and puts her hands behind her back and puts the rock in one of her hands. She then walks to the first pupil and tells him to choose the hand he believes the rock is in. If he chooses the hand holding the rock, he gets to move up a space which is called the second grade. The teacher then goes to the next student. The first to reach the twelfth grade is the winner. The winner can be the teacher for the next game.

Adaptations—The game may be played on steps with the students moving up a step each time they guess the correct hand.

104. Rolling Ball

How Many Can Play—Two or more.

Play Area Required—A smooth surface indoor or outdoor.

Preparation For Activity—Seat residents on floor in a circle or line with legs spread.

How To Play—The leader rolls the ball to the resident and the resident rolls the ball back. Give each one his turn.

Adaptations—The resident may not know how or may be unable to roll the ball back. The leader may have to get the ball and roll to next resident.

105. Simon Says

How Many Can Play—Six or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Chairs if desired.

How To Play—Players may be seated (or they may stand) in a semi-circle with *It*, Simon, in front of them. Simon does a series of actions such as: thumbs up, thumbs down, arms up, arms down, etc., which all of the other players must imitate. As he does these things he precedes each one by saying, "Simon says, thumbs up, Simon says, thumbs down," etc. Whenever he chooses, he leaves off, "Simon says," saying only "Thumbs up," still following it with the action. Any player who then continues to follow his action is caught. They may be dropped from the game or have a point count against them. The object is to follow the leader's movements ONLY when he precedes it with saying, "Simon says." The leader may make a variety of commands such as: "Simon says, hold your ankles with your hands, touch your nose, scratch your head," etc.

106. Storytime Turn-A-Round

How Many Can Play—Four or more.

Play Area Required—Indoors or outdoors.

Equipment and Materials Required—Story book.

How To Play—Seat children in a circle, giving each child a name or word from the story for his "name." As the leader reads or tells the story, each time a child's "name" is spoken, he must stand up, turn around, and sit down again.

107. This Is My Face

How Many Can Play—One or more.

Play Area Required—Indoors or outdoors.

How To Play—The leader, who is the attendant, will put his hand to his eyes and say, "These are my eyes." He will then point to his ears, nose, etc. The players will follow him in doing this. As the game goes on, the leader will call the object but not point to it. This will help the players learn the parts of their face and later can be extended to other parts of the body.

Adaptations—(1) Objects with different shapes (square, round, etc.)

(2) Teach colors.

(3) Small, medium and large objects may be used to teach sizes.

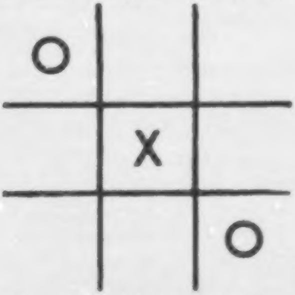
(4) Numbered objects may be used to teach numbers.

108. Tit Tat Toe

How Many Can Play—Even numbers.

Play Area Required—Table or board for writing, indoors or outdoors.

Equipment and Materials Required—Paper and pencil.



How To Play—Draw a tit tat toe diagram. Each of the two players chooses a symbol, usually an *X* and an *O*. The object of the game is to get three of one's symbols in a row (vertically, diagonally or horizontally), and to keep the opponent from lining up three of his symbols. The players take turns placing their marks one at a time, on the diagram. Every time a player wins he gets one point. The game may be played to 10 or 15 points.

109. What Am I?

How Many Can Play—Eight to ten minimum.

Play Area Required—Inside or outside.

How To Play—Player leaves the room and the group decides what animal he shall represent. The player is recalled and tries to discover what he is by asking questions about himself that may be answered by "yes" or "no." For instance, he may ask, "Do I have long, floppy ears?" "Do I eat grass?" "Do I pull wagons?" When he has identified himself, the person whose answer helped him make the discovery, becomes *It* and goes outside the room.

Adaptations—The player might represent other objects such as a kind of flower, tree, or famous person.

110. Whisper Round (Gossip)

How Many Can Play—Unlimited number.

Play Area Required—Enough space to seat all participants.

Equipment and Materials Required—Chairs.

How To Play—Seat players in a circle. Leader whispers a sentence to the person sitting next to him. It may be, "John has a hole in his sock," or a more complex sentence such as, "The yellow bird sat in a green tree and whistled a merry song." This person whispers it to the next person and so forth until it has made the round of the circle. When the last person has been reached, he says the sentence that he heard out loud.

111. Who Has It?

How Many Can Play—Six to thirty.

Play Area Required—Inside or outside.

Equipment and Materials Required—A small object that can be hidden in the hand such as a rock.

Preparation For Activity—Choose someone to be *It*—get players seated or standing in a circle.

How To Play—Players put hands behind their backs and begin to pass the object around the circle. The *It* stands inside the circle and must guess which player has the object. If he chooses correctly, the player with the object gets to be *It*.

112. Other Suggested Quiet Games and Activities

The following is a list of games and activities that normally come with playing instructions or need no specific instructions for use:

1. Puzzles (from simple two-piece to complex)
2. Television
3. Popcorn parties
4. Books and magazines
5. Checkers
6. Chinese checkers
7. Stacking blocks
8. Toy telephones
9. Farm animals
10. Doll houses and furniture
11. Take-a-part toys
12. Stack toys
13. Peg boards
14. All the Child Guidance toys (Add-A-Count Scale, Teach-A-Tune, Turn-A-Gear, Nuts 'n Bolts, Etc.)
15. Tinkertoys
16. Dolls
17. Tea sets
18. Dominoes (regular size as well as king size, picture Lotto)
19. Parcheesi
21. Scrabble

22. Playing cards
23. Tiddly Winks
24. Piggity
25. Anagrams
26. Pit
27. Cootie
28. Bingo (regular, color, number, picture, etc.)
29. Paper dolls
30. Monopoly
31. Coloring books and crayons
32. Books (may range from simple picture books to books the residents are able to read for themselves)
33. Stencils
34. Modeling Clay
35. Bill Ding Toys
36. Bead stringing (large beads and strings for small children or physically handicapped)

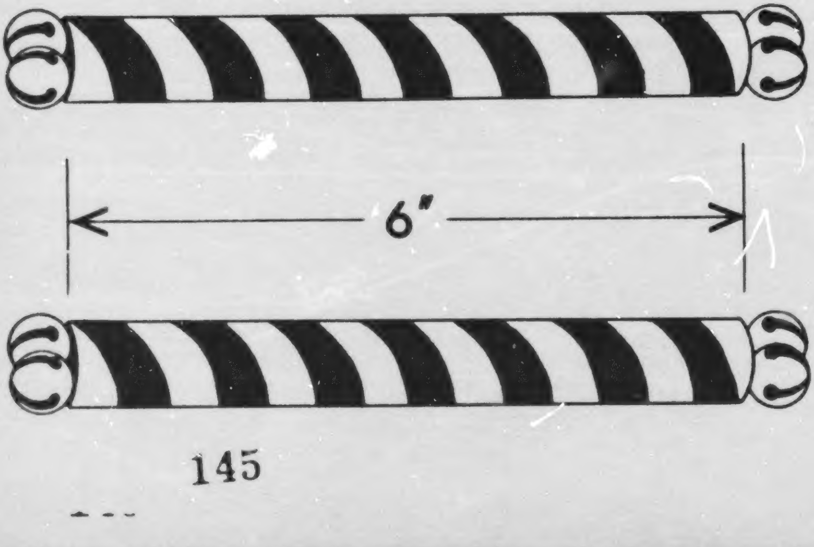
ARTS and CRAFTS

113. Bell Sticks

Equipment and Material Required—Two dowel rods ¾" or 1" in diameter and 6" long or section of old broomstick, flat paint, enamel, paint brushes, four sleigh bells, and staples (double pointed).

Directions:

1. Smooth sides of stick with #1-0 or 2-0 sandpaper.
2. Paint sticks with one coat of flat paint—let dry for twenty-four hours.
3. Apply a second coat of half flat and half enamel to prevent cracking of final paint coat.
4. When second coat is dry, paint with enamel of desired color. Let dry thoroughly.
5. Staple bell at each end of stick.
6. Hold a stick in each hand and shake. This may be used for rhythm activities described in previous section.



114. Block Printing

Equipment and Materials Required—Vegetables (such as potatoes, carrots, raddishes, turnips), tempera, ink or water paint.

Directions:

1. Cut a portion off the vegetable leaving a flat surface.
2. Cut a star (or whatever you choose) on the flat surface of the vegetable and cut away a layer of the vegetable around the design or object to be printed.
3. Dip in paint or ink and stamp on paper.

115. Blocks

Equipment and Materials Required—Shoe boxes (all sizes from infant shoe boxes up to adult sizes), paint or crayons, tape.

Directions:

1. Tape the box lids securely on the boxes.
2. Have the residents paint or color them in any way they choose. Pictures may be pasted on if desired.

The residents will have hours of fun building giant sized structures with these blocks. In most cases, these shoe boxes will be available but if they are not, they may be obtained from stores in the community.

For more capable residents, the blocks may be painted to resemble bricks. Have them paint the shoe boxes bright red and then draw in the squares with white tempera paint. These are quite attractive and give more meaning to the buildings.

116. Boats

Equipment and Materials Required—Shoe box, pencil or a stick of comparable size, foil and construction paper.

Directions:

1. Completely cover the shoe box in aluminum foil.
2. Cut a triangular piece of construction paper for a sail.
3. Punch two holes in the sail, one near the top and one near the bottom.
4. Run a pencil or stick through the top hole and back through the bottom hole and stick the pencil into the top of the box. This will really float.

117. Braiding

Equipment and Materials Required—Scrap material, wool, etc.

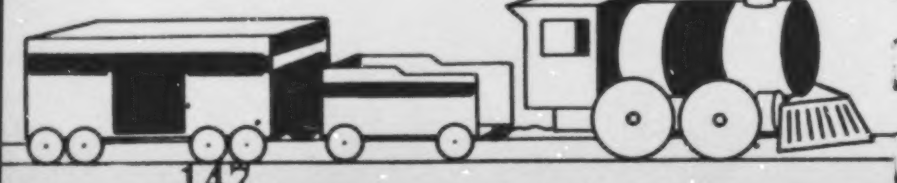
Directions:

Three strips of scrap material are tied together at one end and braided. Braided pieces may be sewn together for use as hot plate holders, place holders, place mats, etc.

118. Candy Express

Equipment and Materials Required—One oatmeal box, two half boxes (or an aluminum foil box that has been cut down may be used), circle of pink paper, some paint, a piece of aluminum foil, tape, glue, a 4″ x 5″ piece of stiff paper, a piece of cotton (optional), milk cartons, drinking straws, milk bottle caps and pipe cleaners.

Directions:



Engine: For the bottom, or base, cover a box large enough to set a covered oatmeal box into. (A half and half or cut down aluminum foil box will do). Cut a circle of pink paper, paint a cute face on it and glue to one end of round carton. For cow catcher (grid at front of train), pleat a 5″ x 2″ strip of foil and tape to lower part of engine. For chimney, roll a 4″ x 5″ piece of stiff paper into a cone, cover with bright paper and insert point into a hole punched in top of engine. Tuck cotton in open end for smoke. Remove one side from a half and half carton and cover carton with paper. Glue to engine. Paint windows, etc.

Circus Car: Cut 1½″ oblong section off top and bottom of a milk carton. Cut a piece to fit open end and tape on securely. Cut a scalloped window out of the side of the carton and then tape, bringing straws inside the top and bottom of the window you have just cut. This resembles bars.

Others Cars: Cut top of carton off. Remove one side and cut on sides to desired height of car. Cut a piece of cardboard the same size as the closed end and tape onto open end.

To Finish. Glue milk tops or cardboard wheels to all cars. Use pipe cleaners to form chains to join cars and engine.

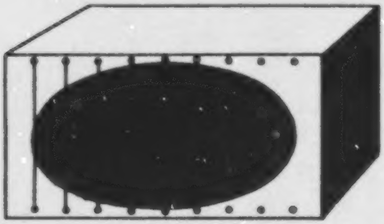


FIG. 1

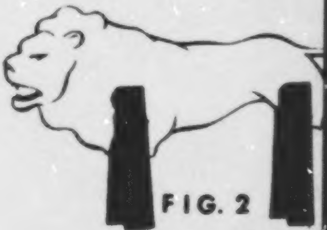
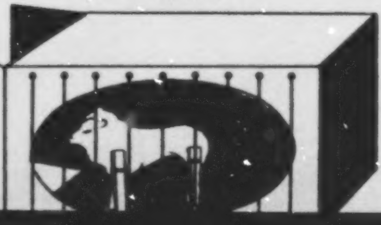
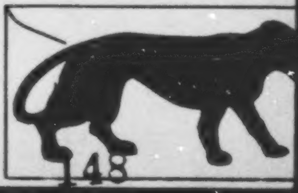


FIG. 2

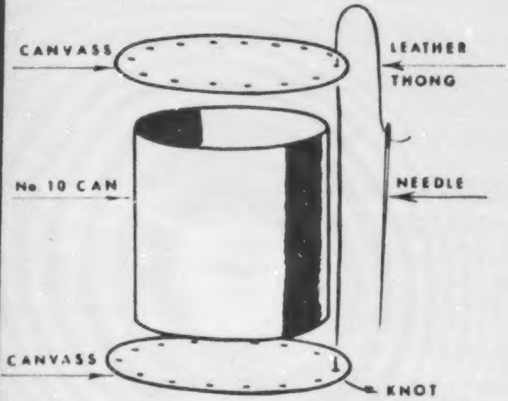


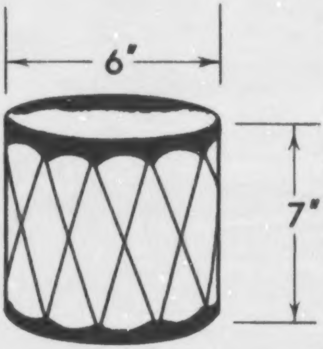


119. Canvas Tom Tom

Equipment and Materials Required—#10 can (restaurant size 7″ high 6″ diameter), ice pick or leather punch, canvas (about ½ yard), strong string, heavy bootlace or leather thong.

Directions:





1. Remove both ends from can so edges are smooth.
2. Stand can on canvas and cut a circle 2″ larger than diameter of can.
3. Allowing an outside margin of ½″, punch thirty holes around each circle at regular intervals with leather punch or ice pick.
4. Cover each end of can with canvas circle. Secure the two circles by lacing one end to the other. Tighten lacing until you have a pleasing tone. A taut drumhead will produce good resonance.
5. To tighten drumhead further, brush a coat of clear dope (used for model airplanes) over canvas drumheads and let dry thoroughly.

6. Hold tom tom in comfortable position under one arm and beat with hand or stick.

Adaptations—Tom tom can be covered with rubber from inner tube.

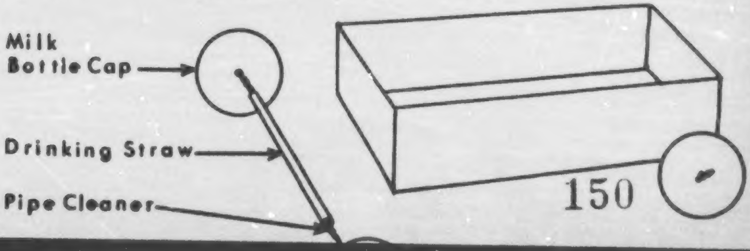
A tom-tom beater can be made by covering a dish mop with a piece of velvet or corduroy cloth and tying firmly. Put a screw eye in the other end of the handle and attach brightly colored ribbons for decoration.

120. Carts

Equipment and Materials Required—Shoe box or milk carton, paint, milk bottle tops or circles cut from cardboard, drinking straws and pipe cleaners.

Directions:

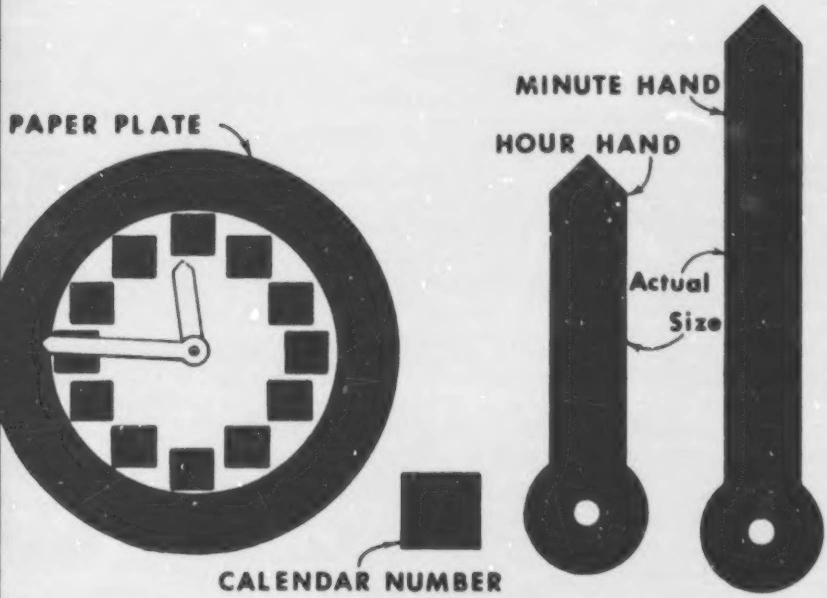
If a milk carton is used, cut top off to form a rectangle. Then cut off one side and from that, cut a piece to fit the open end and tape on securely. If a shoe box is used, discard the lid. Paint box or leave it as it is. Glue two drinking straws on the bottom of the box, one about 2 inches from the front and another about the same distance from the back. Twist together two pipe cleaners and insert them into the drinking straws. Punch two holes in the cardboard circles and run the pipe cleaner together so that the wheel won't come off. Repeat this with all the wheels. A string may be attached so the players can pull their carts. This provides good exercise for residents who are learning to walk and those who have to exercise their legs because of physical handicaps.



121. Clock

Equipment and Materials Required—Old calendar, paper plates, cardboard, paste, scissors, paper brad (or substitute), ball of yarn or ribbon.

Directions:


MINUTE HAND
PAPER PLATE
HOUR HAND
Actual Size
CALENDAR NUMBER

Use nine inch plate. Cut out number squares from calendar. Make clock hands from a ½″ strip of cardboard. Cut the large hand 3½″ long and the smaller hand 2½″ long. Paste the numbers on the back of a paper plate and fasten hands on clock with a paper brad. Fasten a bit of yarn at top of clock for hanging.

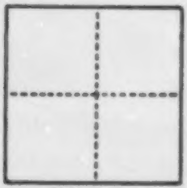


Fig. 1 (CARNATIONS)

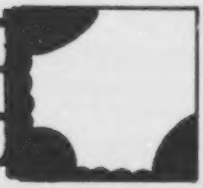


Fig. 2

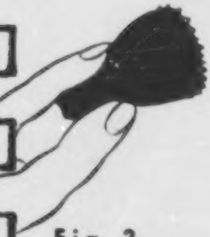


Fig. 3

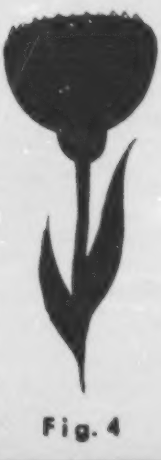


Fig. 4

122.

Crepe Paper Flowers

Equipment and Materials Required—Crepe paper (various colors for flowers; green for stem and leaves); small wire for stems; scissors or pinking shears.

Directions:

SWEET PEAS: Fold a 2″ x 3″ piece of pastel colored crepe paper in two, with the grain running up and down. Cut as in Figure 1. Fold points of petals up as in Figure 2. Twist wire around (Figure 3) to form a calyx. Arrange petals naturally, with one petal over the two points and the other turned the opposite way (Figure 4). Wrap calyx and stem with 1″ strip of green paper. Cut leaf shaped pieces and add along stem while wrapping.

CARNATIONS: Fold a 4″ square of pink or white crepe paper into four (Figure 1). Cut as shown (Figure 2) with two petals (using pinking shears if possible, if not, notch tops of petals). Repeat this procedure three more times, giving you four bunches of petals. Pinch them together at the center and wind wire around calyx (Figure 3). Wrap calyx and stem with 1″ strips of green paper, adding leaf shaped pieces along stem while wrapping.

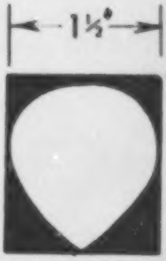


Fig. 1 (SWEET PEAS)

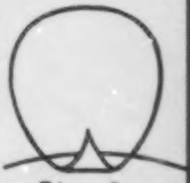


Fig. 2

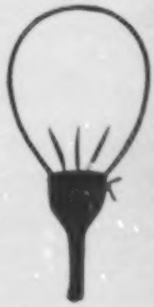
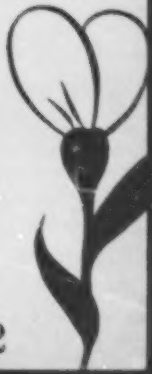


Fig. 3



123. Cultivating a Sweet Potato Vine

Equipment and Materials Required—Sweet potato, jar of water, toothpicks.

Directions:

1. Use a sweet potato that has a few "whiskers."
2. Put it into a jar of water with its narrow end down.
3. If you have one, use a jar with an opening that will support the potato. If not, stick several toothpicks into the thick end to hold this end above the water level.
4. Put the jar in a warm, dark place and keep it well filled with water.
5. New roots will begin to grow and when, in about ten days, the stem appears, place the jar in a sunny window where before long the vine will be full of green foliage.

124. Drawing With Crayons

Equipment and Materials Required—Crayons, newsprint or wallpaper, old window shades, or old place mats, etc.

Directions:

1. Remove paper wrappers from crayons.
2. Break crayons in half and encourage residents to use side surface as well as point.
3. Give resident any kind of paper available or let him choose from several kinds.
4. Allow him complete freedom of expression and choice of colors.
5. If he chooses, let him tell you what he has drawn. Don't ask him.
6. Praise his work.

125. Easter Baskets

Equipment and Materials Required—Small boxes (infant's shoe boxes are just about the right size), colored paper (crepe paper if it's available), pipe cleaners, staples. (You won't need the box lids with this size box.)

Directions:

1. Cover the box with crepe paper and staple it to the box. This may be done in any color the child chooses but the attendant may need to advise about color combinations. To make it a little fancier, you may want to make a ruffle around the top of the basket. This can be done simply by cutting a strip of crepe paper about 1½ or 2 inches wide and long enough to go around the top of the box. The ruffle is made by stretching the paper between the thumb and forefinger of both hands, stretching a small section at a time and being very careful not to tear the paper. The straight edge of the paper is then folded inside the box and taped securely on the inside. Twist together two pipe cleaners or you may want to braid three different colors together. Staple each end of the twisted pipe cleaners to opposite sides of the box to form handles. If Easter grass isn't available, use crumped tissue paper.
2. Make the basket as before but instead of putting a ruffle around the top you may want to make fringe. Cut a strip the same as before and then fold the strip about four times (that is, in half and then in fourths). Cut about half way up the folded strip at about a quarter inch intervals. Unfold and tape to the inside of box as before. This may be done in corresponding or contrasting colors.

If infant shoe boxes are not available, the usual size may be cut in half and one of the parts fitted inside the other, or you may make two by cutting them in half and cutting a piece to fit the open end from the box lid. These may be pasted together with paper fasteners.

If crepe paper isn't available, the boxes may be painted with poster paints.

126. Easy Garden

Equipment and Materials Required—tuna can, small pebbles, carrot top.

Directions:

Have resident collect very small stones. Put pebbles in tuna can. Plant carrot top so end is showing. Fill with water. Water each day (take turns) and watch it grow.

127. Eggshell Planter

Equipment and Materials Required—Eggshell halves, egg carton, milk carton, scissors, dirt, water and seeds.

Directions:

1. Fill the larger eggshells with dirt.
2. Place a seed in each shell and cover with more dirt.
3. Place each shell in a compartment of egg carton.
4. Water daily.
5. When a tiny shoot emerges and grows several inches tall, poke a few holes in the bottom of the shell and plant it in the ground outside . . . shell and all.
6. To protect your seedling from cold winds, make a *seedling protector:*
    a. cut off top and bottom of milk carton.
    b. cut quart size carton into two halves.
    c. Place section of carton around seedling, pressing it down into soil about ½".
    d. When seedling has grown sturdy, remove protector.

128. Finger Painting

Equipment and Materials Required—Cornstarch, sugar, water, vegetable coloring, newspaper, glossy paper (shelf paper is excellent).

Directions:

Mix ½ cup cornstarch with 3 tablespoons of sugar. Add 2 cups of cold water and place over a low flame. Stir constantly until the mixture is smooth. To color, blend vegetable coloring to different portions of the mixture.

Spread newspaper over a large table. Dip glossy paper into water and let excess water drain off. Place moistened paper onto table with the glossy side up, and smooth away wrinkles. Drop a teaspoon of paint onto the paper. Using your hand, spread paint over the entire surface with a circular movement. If the paint becomes hard, add a little water.

Techniques: Use side of the hand for long, sweeping lines. Make fine lines with fingernails or a pencil, fork, etc. Swirl with finger tips for small flowers, berries, etc. Use side of your fist for patting paint in for a stippled effect. Pat with your index finger to make bunches of leaves.

To blend: Place various colors onto the paper, one below the other, and smooth by lightly passing your hand over them. Do not rub colors into each other.

To finish: Lift paper by two top corners and set onto newspaper to dry (about one hour). If the paper wrinkles, press with a warm iron. To preserve the colors, apply a coat of clear shellac after paper is glued onto article. To clean hands and table, remove paint with wet sponge.

129. Fruit Bowl

Equipment and Materials Required—Ninety-nine popsicle sticks (or tongue depressers), glue, paint for coloring.

Directions:

1. Form a square by placing twelve sticks side by side and gluing stick across each end of square, about ½ inch from end of sticks.
2. Turn square bottom side up.

3. Glue four sticks on square placing them diagonally on original square (square one) to form a square (square two) on a square.
4. Glue four more sticks in the outside so that about ½″ of sticks on preceding row are exposed.
5. Continue gluing layer after layer (each layer to consist of four sticks), one layer in the direction of square one, the next in the direction of square two, etc., until the desired height is reached.
6. Sticks may be painted before or after construction.

130. Go To Sea

Equipment and Materials Required—Toothpicks, cork, paper, and paste.

Directions:

1. Make a sail out of paper.
2. Paste a toothpick to the paper and stick it into the cork.
3. Float the boats in a pail of water, bathtub, etc.

131. Greeting Cards

Equipment and Materials Required—Paper (white or colored), paste, patterns, glitter, small bits of yarn, seasonal seals, tiny calendars, pictures cut from magazines or greeting cards small pieces of bright colored gummed paper—any of these things may be used. By experimenting, you may find others.

Directions:

Fold a piece of paper in half. This may be colored paper or white. A seasonal picture may be traced on the card as a guide for the resident. This pattern or design may be painted or colored. You may want to apply some paste and sprinkle on some glitter, or attach a small calendar, etc. A verse or a greeting may be written inside.

Variations:

1. For any holiday, appropriate pictures may be cut from magazines or greeting cards and pasted on a single or folded piece of colored paper.
2. For Valentine's Day—Graduated hearts of different colors or shades of color may be used. Example: start with a large red heart for the base. Cut the next heart slightly smaller and shade lighter, paste this in the center of the first heart; cut another heart, again smaller than the last, out of pink or white paper, and paste this in the center of the second heart, etc.
    a. A small doilie may be used with a simple red heart pasted in the center or two hearts joined by an arrow.
    b. Take a small circular doilie and paste several tiny hearts around the outside edge. Then paste one heart slightly larger in the center of the doilie. Glitter may be added to these, if desired.
    c. Begin with a folded piece of paper, either white or pink. Cut a portion from a doilie either rectangular or triangular in shape. Place this on the card and paste the bottom edge and the two sides allowing the top to remain loose. (This resembles a pocket). Cut several tiny hearts (they may be different shades of color) and place them in the doilie "pocket."
    d. Cut bright red yarn into tiny pieces (you may have some pieces left over from another project). Cover a plain white or red heart with paste and sprinkle yarn over it. Allow this to dry. After it is dry any excess will come off easily by shaking the card.
3. For Christmas—again, fold piece of paper in half (either colored or white). Cut a simple Christmas tree from green paper or the children may want to paint their own tree. Paste the tree on the front of the card. The tree may

then be decorated with tiny gummed stars, circles from gummed paper, etc.

   a. Cut a simple Christmas ornament from colored paper, cover with paste and sprinkle with glitter. A greeting may be written on the back or you may mount it on folded paper like the tree above.
   b. Trace a Santa Claus. This may be done on white paper and painted. Apply paste to beard and fur, etc. Stick on a small amount of cotton. This may be cut double leaving a portion of one side uncut so that it will open.

4. Easter—Fold a piece of dark colored construction paper in half to form a card. Draw or trace and cut out a simple cross from white paper and paste this on the card.
   a. Easter eggs may be cut from folded, colored paper leaving one side uncut or you may cut two eggs and staple them together. These may be decorated any way you prefer, glitter, crayons, paints, gummed paper, gummed stars, etc.

132. Hand Puppets

Equipment and Material Required—Crayons, art paper, felt, paste and old sock.

Directions:

1. Cut nose, mouth, eyes, etc., from above material.
2. Paste on a sock to make faces.
3. Slip sock over hand.

133. Hats

Equipment and Materials Required—Paper plates, crepe paper, paper doilies, ribbons, paper flowers, paste, ribbons and scissors.

Directions:

Type A—Plain plates may be used but fluted edge plates are more attractive. Use crepe paper, paper dollies, ribbons or paper flowers for decorations. Turn plate upside down and decorate bottom of plate. Fasten a ribbon tie on each side of plate for hat.

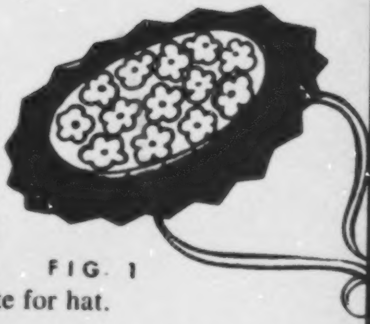


FIG. 1

Type B—Use a paper sack 5 or 6 inches wide. Cut off 4 inches from bottom. Cut up 1 inch at all four corners and fold up. Cut off one folded strip. Cut two round doilies in half. Paste one half of these doilies on each side. Fold up and place the two half sections on the front of the bonnet and fold these up. Attach ribbons to each side of sack. (white sacks make the nicest bonnets)

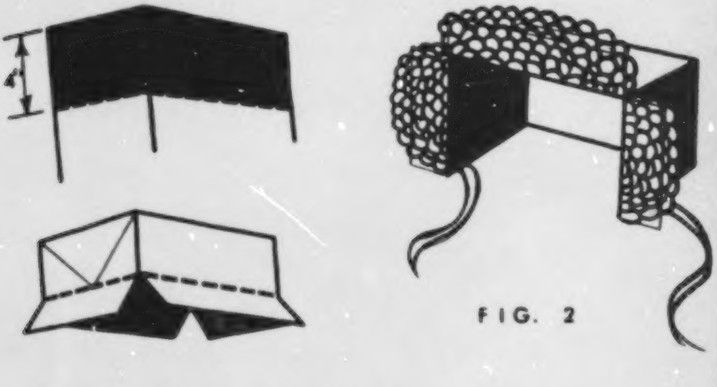


FIG. 2

Type C—Mexican type sombrero—Fold a paper bag flat, fasten folded edges together and scotch tape. Measure 10" from closed end and cut off. Cut a hole 4 inches wide in center of hat box top. If this is not available, round circle can be cut from poster paper. Punch a hole on each side, 1 inch from edge of center hole. Tie end of cord in each hole. Cut a paper strip 3 inches wide and long enough to fit around box top. Decorate the strip and bag. Cut 1 inch slits about 1½ inches apart in edges of bag. Paste bag and strip to brim of hat.

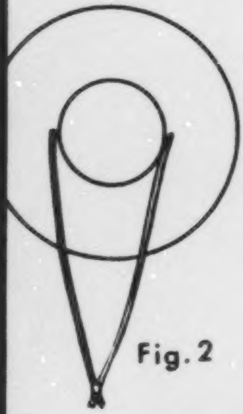


Fig. 2

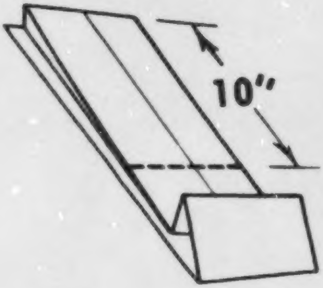


Fig. 1

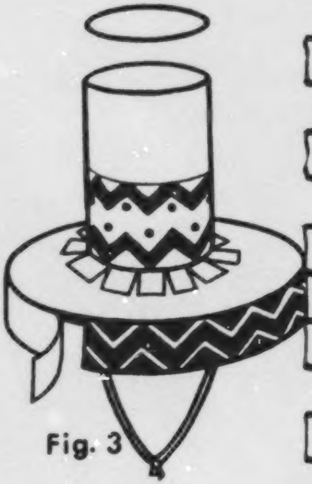


Fig. 3

134. Hot Plate

Equipment and Materials Required—Nine popsicle sticks, thirty-two color tiles, glue.

Directions:

1. Lay four sticks parallel to each other and evenly spaced.
2. Glue five sticks crosswise.
3. Glue one colored tile on all four sticks, in each space between the five sticks.
4. Make four legs by gluing four tiles together, one on top of the other.
5. Now glue legs, one on each corner of hot plate.

135. Inverted Flower Pot

Equipment and Materials Required—Flower pot, string and small stick, decorating material (paint, etc.).

Directions:

1. Paint or decorate flower pot as desired.
2. Attach small stick to string and thread string through hole at bottom of pot.
3. Hold in inverted manner and beat with stick or large nail.

136. Jewelry Box

Type A

Equipment and Materials Required—Sixty popsicle sticks, glue, paint (water color) or tempera, etc. may be used.

Directions:

1. Place eleven sticks side by side and glue one stick across each end to form a solid bottom (Figure 1).

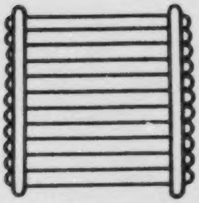


Fig. 1

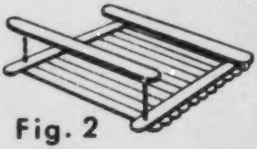


Fig. 2

2. Make next layer by gluing two more sticks, one across each end of the last two sticks glued (Figure 2).
3. Continue to make box higher by alternating two sticks on one end, turn, two sticks on other end to desired height (Figure 3).
4. Make lid same as bottom; sticks may be painted before construction or after (Figure 4).

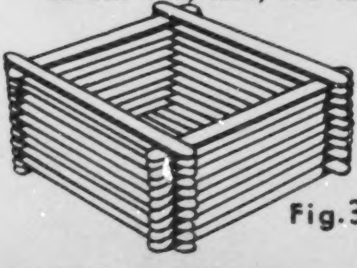


Fig. 3

Type B

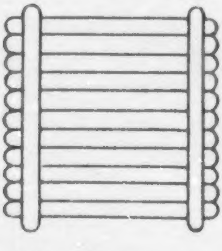
Equipment and Materials Required—Wooden cigar box, wallpaper or colored pictures from magazines, masking tape, paste.

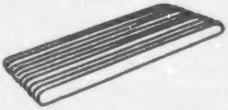
Directions:

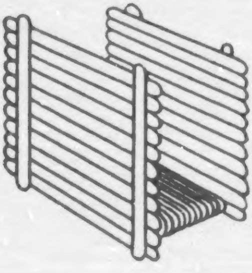
1. Select wallpaper from sample book.
2. Place the box on the paper.
3. Draw around each side of the box, bottom, top and four sides, plus an extra section for the inside of the lid.
4. Cut out the paper.
5. Place paper on the surface you are covering and with masking tape carefully paste down the edges.
6. Make drawing on masking tape to resemble hinges and nailheads . . . to make it look like a Treasure Chest.
7. Shellac your box so that it will be more durable.
8. Cloth or colored pictures from books may be used instead of wallpaper.

137. Letter or Napkin Holder

Equipment and Materials Required—Forty-six slap sticks (or popsicle sticks), glue, crayons, paints, small tiles, pictures cut from magazines, etc. for decorations.







Directions:

1. Make side walls by gluing eleven wooden sticks side by side across two other sticks as illustrated (Figure 1).

2. Make another identical side wall.
3. For bottom, glue ten sticks on top of each other (Figure 2).
4. Glue two side walls to bottom as illustrated in Figure 3.
5. Decorate the side walls with color.

138. Magic Mix (Clay Dough)

Equipment and Materials Required—Salt, water, cornstarch, artificial food coloring.

Directions:

1. Mix 2 cups salt and 2/3 cup water.
2. Bring to boil and add 1 cup cornstarch mixed with 1/2 cup water.
3. Tint desired color and knead (Will harden, so make only in quantities needed).
4. Make flowers, leaves, little dishes, beads.
5. For Christmas ornaments, pat a roll flat, cut out desired shapes, add sequins or brilliance if desired.

139. Make a Menu

Equipment and Materials Required—Blunt-pointed scissors, old magazines, art paper, construction paper, scrapbook or even samples of wall paper may be used for background. Paste and brush or you may use popsicle sticks to spread the paste.

Directions:

If this is to be an individual project, it is best to give the resident one thing at a time to do. Let him cut pictures of food from the magazines and paste them on his background paper to make a menu for the day.

Use the same idea as a group project; one resident to do the cutting, another for pasting, etc. These menus may be made into booklets either by stapling them together or tying them with bright colored yarn.

140. Make a Parachute

Equipment and Materials Required—A square of lightweight material, four short lengths of twine, small rubber toy.

Directions:

1. Tie the corners of the material to lengths of twine and attach to rubber toy.
2. Roll up and toss into the air and watch them float down.

141. Making a Pencil Holder

Equipment and Materials Required—Small juice can, colored string, shellac, paste or glue.

Directions:

1. Wipe outside of can with paste or glue.
2. Wrap colored string or cord tightly around the can, from top to bottom until its sides are entirely covered.
3. Knot the end.
4. Shellac over the string and let it dry.
5. Larger cans may be used for vases.

142. Mask

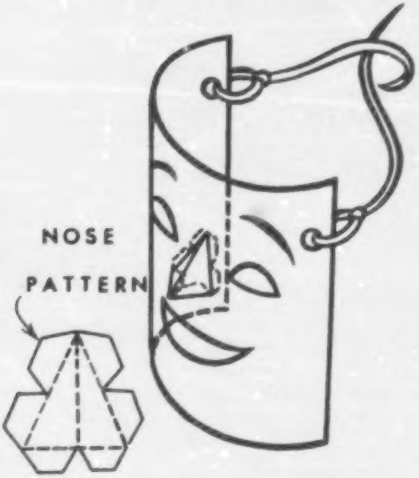
Equipment and Materials Required—Brown paper or paper bag, crayons, paints, colored paper, scissors, paste.

Directions:

1. The first step is to measure the mask against the face so that when it is finished, the eyes, nose and mouth will coincide with your own features. The easiest way to do this is to cut a piece of paper that is large enough to cover your whole face and will reach to your ears.
2. After you have drawn the face you wish, cut out the eyes, nose and mouth. A triangular hole makes a good nose. For the mouth, cut a slit in which there may or may not

be teeth. Take scissors and cut the square corners off the paper so that it has the general shape of the face.

3. Color the face with crayons or paint, adding the more necessary marks of expression.
4. Thread a piece of string through either side of the mask and tie around the head.
5. For more peculiar and weird effects, a nose may be added. See illustration. Fold it according to the diagram and paste it over the nose hole on the mask. Use whole paper bags that are large enough to fit over your head. Draw the face on the mask, cut out the features, color it, add a nose if you like and add whiskers, hair and hat and you have a mask that completely hides your features. This type can be used effectively for a guess who game. Features may be cut from colored paper and pasted on the paper bag for a different effect.



143. May Basket

Equipment and Materials Required—A plate, small glass, pencil or crayon, paper clips, ruler or some straight edge, paste.

Directions:

1. Draw a circle on colored paper by tracing around the plate, cut out.
2. Mark a circle in the center by drawing around the rim of a 2″ glass.

3. Mark the outer circle into eight sections and cut on the lines down to the inner circle.
4. Curl right hand edge of each flap around a smooth pencil.
5. Overlap each flap halfway with the center flap over the left side of the section next to it.
6. Paste these two sections together: A paper clip will hold the two sections while you are pasting and while the paste is drying.
7. Make a handle from a strip of paper 1″ wide and 10″ long and paste the ends inside the basket or they may be stapled.

144. Metal Shakers

Equipment and Materials Required—Small tin boxes of the type used for bandages, cigarettes, typewriter ribbon, scotch tape, etc., beads, pebbles, sand, rice, beans or dried peas, household cement, and enamel.

Directions:

1. Put pellets into boxes and experiment with various amounts until you have a pleasing sound. (You may wish to use different kinds of pellets in each box or mix them).
2. Seal top closed with cement; let dry.
3. Paint box with enamel and let dry thoroughly; when dry, decorate as desired.
4. Hold a box in each hand and shake.

145. Milk Carton Garden

Equipment and Materials Required—Milk carton, picture of a landscape, paints, soil and peat moss, twigs, artificial flowers, grass seeds, stones, tiny mirror.

Directions:

1. Cut along both ends and one side of a milk carton.
2. Lift the cut side to form a background and paste a landscape picture on it.
3. Paint the rest of the carton on the outside—green, brown, or red.
4. Fill it with mixture of soil and peat moss and put twigs into the soil in the foreground to make a fence.
5. Stick artificial flowers into the soil in some places and sprinkle grass seeds to grow in other places.
6. Add some stones here and there and possibly a pocket mirror pool and some tiny doll figures.
7. Shrubbery can be added by gilding and painting weeds and sticking them into the soil.

146. Modeling Clay Jewelry

Equipment and Materials Required—Clay, toothpick for making holes, pipe cleaners, yarn or cord.

Directions:

1. Roll very small pieces of clay into balls or form small squares or ovals.
2. Make hole through clay ball (or square or whatever shape you like), with toothpick.
3. Allow to dry and harden.
4. String on yarn or cord for necklace; on pipe cleaners for bracelets. (Elastic cord may be used if you like.)

Homemade Clay:

2/3 cup of salt, 1/2 cup of flour, 1/3 cup of water, bowl, vegetable coloring or tempera paints.
Simply mix the above ingredients well in the bowl. You may prefer to omit the paint when mixing and wait until the work is finished then paint and shellac.

Macaroni may be dyed with food coloring or tempera, broken in small lengths, and used on yarn or cord instead of clay beads.

147. Nature Jewelry

Equipment and Materials Required—Acorns, needle (blunt), thread (heavy), candle.

Directions:

Wax thread by running against candle several times. Punch hole through acorn. Collect acorns and string into beads. Residents will wear as necklace or as bracelet.

148. Novelty Jewelry

Equipment and Materials Required—Needle, thread, candle, macaroni, strips of bright cloth.

Directions:

Strips of cloth (4″ x ½″) are rolled tightly and tied. String macaroni between vertical rolls of cloth. Residents will wear as necklace or bracelet.

149. Paper Carton Play

Equipment and Materials Required—Large paper cartons.

Directions:

Cut both ends out of the box and let the residents crawl through it. The resident may pretend to be a car or a bus or a train going through the tunnel making the appropriate sound effects for each object. Houses may be made by stapling two or more large packing boxes together. Residents or staff may cut out doors and windows and paint.

150. Paper Cutting

Equipment and Materials Required—Small blunt-nose scissors, old books, magazines or newspapers.

Directions:

Teach residents how to hold scissors. (Place thumb in one hole and index or middle finger in other hole, attach scissors to string if resident has trouble holding on to scissors.) Give resident scrap paper, magazines, old Christmas cards, etc., just to give him practice in cutting. Let him learn use of scissors. In the beginning, the resident may not be able to cut, the paper will just fold. Hold paper on the edge rather than flat and let him cut the paper. Progress to more difficult designs, squares, circles, diamonds, etc., as the resident gets better.

More advanced uses—cut pictures for scrapbook, paper dolls, pictures for greeting cards, etc.

151. Paper Doilies

Equipment and Materials Required—A square of paper (white or colored), and scissors.

Directions:

1. Take the square of paper and fold it in half, then in half again in the opposite direction. Take a pair of scissors and cut out any design you choose. The designs may be very simple or more intricate ones. Open out the paper and you'll find a paper doilie.
2. For very fancy doilies, the paper may be folded many times before cutting. This is good for upper trainable and educable residents.
3. The doilies may be mounted on colored paper, if desired.
4. Rather than cutting designs from the paper, you may have the children tear shapes from the paper having a somewhat similar effect.

152. Paper Dolls

Equipment and Materials Required—Paper dolls and clothes; paper, scissors, crayons.

Directions:

Name the paper dolls and cut out the doll's clothes. The attendant or the resident can cut out the clothes. Let the resident dress the doll as if she were going to a party, picnic, etc. Make clothes for the doll and let the residents color them.

Let the residents be creative. They can help name the dolls and some of them will be able to design clothes for the dolls.

153. Pasting Picture Plaques

Equipment and Materials Required—Paper plate, colored construction paper (or other kind) paste, scissors, pictures from greeting cards or magazines, poster paint or enamel, clear cellophane, gummed tape, gummed hanger.

Directions:

1. Cut colored paper into a circle or a square to fit center of paper plate.
2. Paste the paper to the center of the plate.
3. Cut out a picture from a book or greeting card and paste it onto the colored paper.
4. Paint the rim of the paper plate with poster paint or enamel (for frame).
5. Cover the front of the plate with cellophane, pulling it tightly and fastening its edges to the back of the plate with gummed tape.
6. Add a gummed hanger on the back and hang on a nail on the wall.

154. Pet Show

Equipment and Materials Required—Blunt-pointed scissors, cardboard, pipe cleaners, red and blue ribbon, paste, old magazines or books with animal pictures.

Directions:

Put on a pet show and collect animals for a zoo. Cut out animal pictures and mount them on a cardboard for the winning display. Make blue and red ribbons for awards. Use cardboard and pipe cleaners for cages.

155. Rain Rattle

Equipment and Materials Required—Round cottage cheese or ice-cream containers with lids. Heavy construction paper or wallpaper. Dowel rod ½″ in diameter and about 6″ longer than height of container. Approximately 1 tablespoon dried, split peas or small pebbles. One small eyelet screw, lacquer or shellac, crepe paper or yarn.
If the container is waxed, wash in hot water. (Do this the day before making the rain rattle so that it will be thoroughly dry.)

Directions:

1. Cover container with bright construction paper or wallpaper.
2. Cut hole in center of lid slightly *smaller* than diameter of dowel rod so that it will be necessary to *force* dowel through hole: This will assure a tight fit. Put peas or pebbles in container then insert dowel until it hits bottom of container with lid secured.
3. Test for sound; number of peas or pebbles used will vary sound effect.
4. On outside bottom of container insert eyelet screw to secure dowel in place.
5. Shellac or lacquer container and handle. Allow to dry thoroughly.

6. Attach a pompon or tassel of crepe paper or yarn to eyelet screw.
7. Hold in hand and shake.

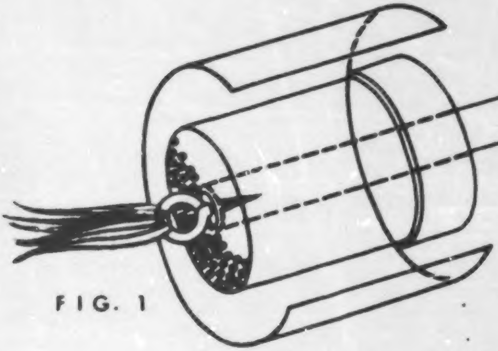


FIG. 1

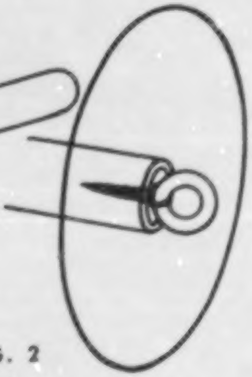


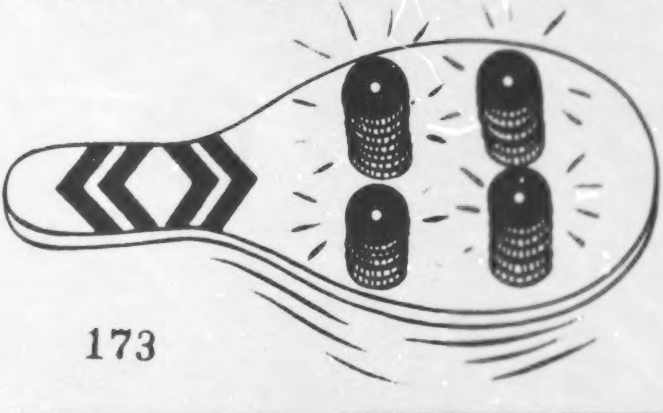
FIG. 2

156. Rhythm Paddle

Equipment and Materials Required—Dime store toy paddle from which rubber ball is detached or 5″ x 9″ piece of ¼″ plywood, sixteen beverage bottle caps, flat paint, enamel, four nails, brushes.

Directions:

1. If piece of wood is used, trace a paddle pattern onto it;



cut out with coping saw, smooth edges with #1-0 or 2-0 sandpaper.

2. Flatten bottle caps; punch hole through center of each cap. Paint top of four caps with enamel.
3. Paint paddle with one coat of flat paint; let dry for twenty-four hours. Apply a second coat of half flat and half enamel. When second coat is dry, paint with enamel of desired color. Let dry thoroughly.
4. Mark paddle with pencil for location of nails.
5. Nail four caps, enameled one on top, at each pencil mark, leaving enough clearance so that caps can move up and down freely on the nails to produce desired rattle.
6. Hold paddle in hand and shake it.

157. Sandpaper Blocks

Equipment and Materials Required—Two blocks of wood 3″ x 1″ sanded smooth, shellac or enamel, two strips of #1-0 sandpaper each 2″ x 4″, eight thumbtacks.

Directions:

1. Shellac or enamel blocks: allow to dry thoroughly.
2. Place strip of sandpaper on 3″ surface allowing an overlap of ½″ on each end. Secure with thumbtacks at each end.
3. Hold a block in each hand and rub sandpaper surfaces together.

158. Seasonal Poster

Equipment and Materials Required—A large sheet of paper (the back of an old poster is good), four sheets of construction paper taped together, or poster board, if it's available, patterns or pictures, paste, scissors, some scrap pieces of colored paper.

Directions:

The attendant may need to help the residents to select the subject for the poster and the main figures. They may need help in balancing these figures on the paper the first time too. The idea is to have the more capable residents do the tracing, cutting, etc. of the basic figures to be pasted on the posters. It is important not to have too many large pictures, being sure to leave plenty of empty space. After this is completed, have the less capable players cut scrap paper (seasonal colors) into tiny little pieces. These can be put into a box until ready for use and the cutting may be done in short intervals so that they do not become too tired or bored with the project. When this is done, have them smear paste on the unused part of the poster, that is, around the central figures. Then let them sprinkle on the bits of colored paper and allow to dry. Any excess paper can be easily removed by shaking the poster when the paste is dry.

Example: For Halloween—Cut a large black witch from construction paper and paste it in the center of the paper. Next cut two black cats and two orange pumpkins or jack-o-lanterns and these may be pasted alternately at the bottom of the poster (or wherever you choose). A bright yellow moon may be cut and pasted in the top corner of the poster. Have the resident cut tiny pieces of black, orange and yellow paper to sprinkle.

A snow scene may be made in the same manner. Use a piece of black or dark blue paper for the poster. Have the players cut a house, church, trees (or anything they choose) from plain white paper (it may have details drawn or painted in or just be simple figures) and paste on the poster as before. Then have the residents cut tiny pieces of white paper to be sprinkled on for snow.

159. Silhouette

Equipment and Materials Required—Large sheet of white paper, chair, black or dark colored paper, pencil or crayon, scissors, paste.

Directions:

Have the resident sit in a chair so that his head (profile) casts a shadow on a sheet of white paper. This could be tacked on the wall. The attendant or a capable resident may then draw an outline of the child's head simply by tracing around the "shadow picture." This may be cut out and mounted on colored construction paper or you may want to transfer it to black or dark colored paper and mount on a white or light colored paper.

160. Soda Straw Jewelry

Equipment and Materials Required—Soda straws (white or colored), colored yarn.

Directions:

Cut soda straws into lengths slightly longer than the size of child's wrist. Cut yarn into lengths of about 20 inches. (Colored straws make the prettiest bracelet, especially when used with yarn of a different color.)

The yarn must be threaded through soda straws. A simple way to do it is to push end of the yarn into one end of the straw. Put the other end of the straw into mouth; draw on it as if you were sipping a drink. This will pull the end of the yarn up to the lips. After the yarn has been threaded through the straw, press the straw flat. Bend it into a circle. Put bent straw around wrist and tie the ends in a neat bow. Trim ends of yarn if they are too long.

161. Spatter Painting

Equipment and Materials Required—Frame, paint brush, pattern, paper, box tacks, piece of screen wire. The frame may be made by using a cigar box or wooden box of comparable size. If a cigar box is used, you may use thumb tacks or tiny nails so that the box won't split or tear. Cut the top and bottom from box leaving only the four sides. Use piece of screen wire, slightly larger than the top of the box and tack it to the top of the frame. Old discarded toothbrushes (boiled or disinfected) may be used for brushes. Have one for each color. Poster or showcard colore (like thin cream) or waterproof ink may be used. Sheets of paper—typing paper is excellent for this. Cups to hold paint and pins to hold leaf on paper. Newspaper and cardboard.

Directions:

Cover table with three or four layers of newspaper. Any pattern may be used. Pin the pattern (such as a dog, bunny, tree, snowflake, leaf, etc.) on a sheet of plain white paper (white paper is placed over cardboard backing). Set the frame over this. Dip the brush into the paint and "paint" back and forth across the screen wire. Continue until the paper is well spattered. Remove the frame, unpin the pattern. This leaves the pattern white.

Tricks of the Trade:

1. If the paint fills the squares of the screen quickly, there is too much paint on brush. It will then collect and fall in great drops on the paper. You want fine specks of paint, not large drops. Clean screen and start again.
2. Use small and interesting patterns such as delicate leaves and flowers.
3. When pinning pattern down, be sure that pins are straight up and down.

4. Keep all clean paper on another table to escape the danger of its being spattered.
5. Be careful that nothing moves the print while spattering is being done. Turn cardboard backing over after each print to permit drying.

162. Spin Top

Equipment and Materials Required—One match-stick, three milk bottle caps (if these are not available, you may draw circles of a comparable size on lightweight cardboard and cut them out).

Directions:

1. Sharpen one end of the match-stick.
2. Push the sharpened end of the match-stick through each cardboard circle.
3. Paint with bright colors.
4. Spin.

163. Stringing Beads

Equipment and Materials Required—A box of colored beads and strings.

Directions:

Place the box of wooden beads on the table and start a string for each resident in the group. Have each resident string a different color from the other residents if possible. They soon begin to search for the color on their string and some will not string any color except the color which you have chosen for them.

After stringing the beads, it is possible to tie a knot in the string and to let them wear as a necklace or as a bracelet, or you can place the beads back in the box and then start another group.

164. Tambourines

Equipment and Materials Required—Paper plates, paste, crayons or water colors or tempera, string, bottle caps.

Directions:

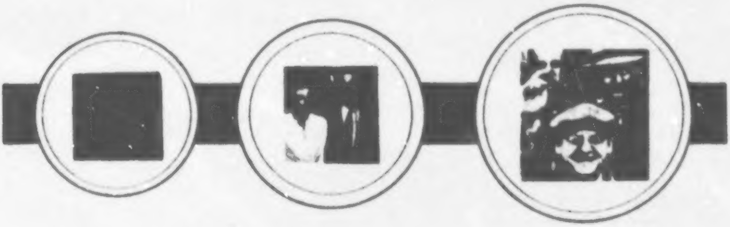
1. Glue together three or four paper plates depending on thickness desired.
2. Paint with water colors or tempera or crayons as desired.
3. Punch holes at regular intervals around edge of plate.
4. Flatten bottle caps—Punch holes in the center and string around plates.
5. Shake as a tambourine.

165. Wall Plaques

Equipment and Materials Required—Paper plates, pictures, paste, crayons or paint, bit of ribbon or yarn.

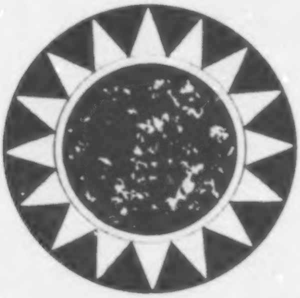
Directions:

Cut attractive pictures from magazines or cards, paste in center of plate. Use paints or crayons to make design around rim of plate. Use a bit of ribbon for a hanger and paste to back of plate.



Make in sets of 3's. Put snapshots of the family or other pictures and hang together. Choose the plates in different size Allow several inches of ribbon between each plate.

Let the resident press pansies or some other flowers for several days in advance. After they are pressed, place them in bottom of paper plate. Cut some cellophane the size of the bottom of the plate. Paste cellophane over pressed flowers. Color edge of plate for a frame. Hang with ribbon also.



HOMEMADE GAMES and EQUIPMENT

Introduction to Homemade Games and Equipment

The games and equipment on the following pages are inexpensive and may be made by the maintenance departments in all institutions. Most of these games are made from plywood and small strips of lumber which makes it possible for the wards and the recreation department to have several of them available for use at any time. Scrap material may be utilized in many instances and may be obtained from lumber yards and wood working shops.

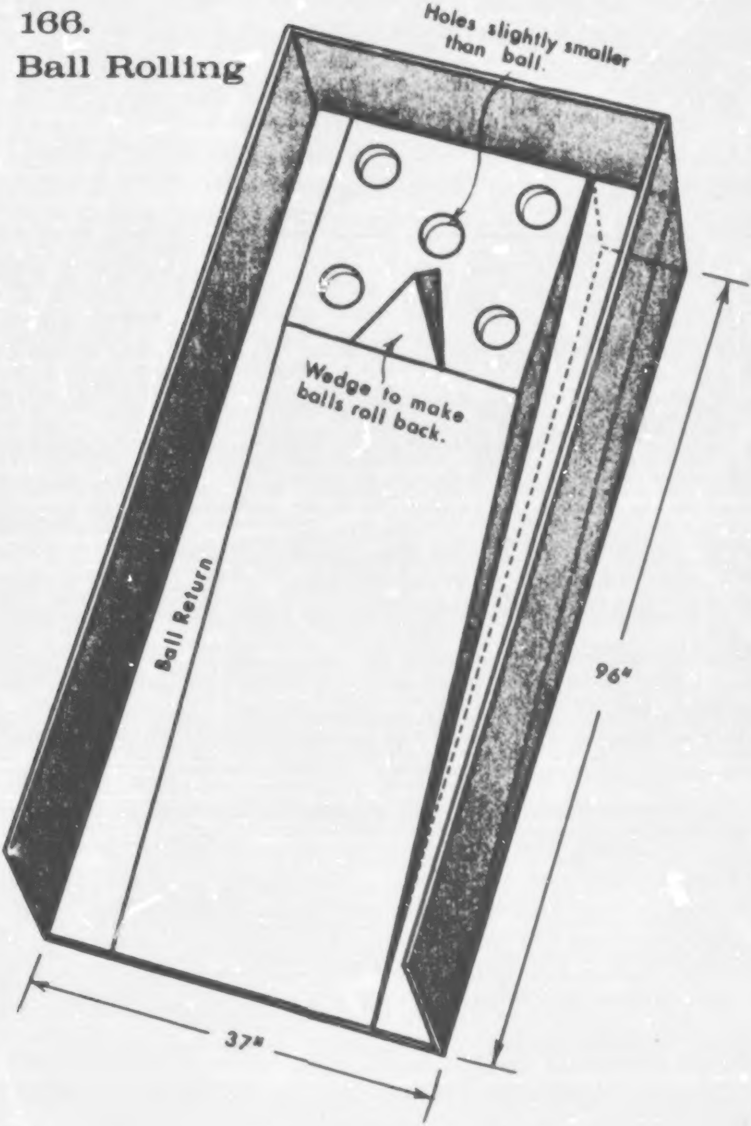
It has been found that this equipment serves the purpose for the mentally retarded as well if not better than many similar pieces of commercial equipment which are oftentimes priced out of reach for most institutions. There are numerous variations for almost all of those illustrated—limited only by the initiative and imagination of the personnel working with the different levels of retardation. It is possible that the illustrations given will create ideas for similar equipment.

The construction of such equipment can be used as projects for residents in vocational training classes within the institution. Such an approach to meeting this need for equipment will create interest among both employees and residents and help to spark a vigorous recreation program.

Many volunteer groups have participated in furnishing materials and will often actually make the equipment for the institution. Interested parents and parent groups have also been known to furnish this type of equipment.

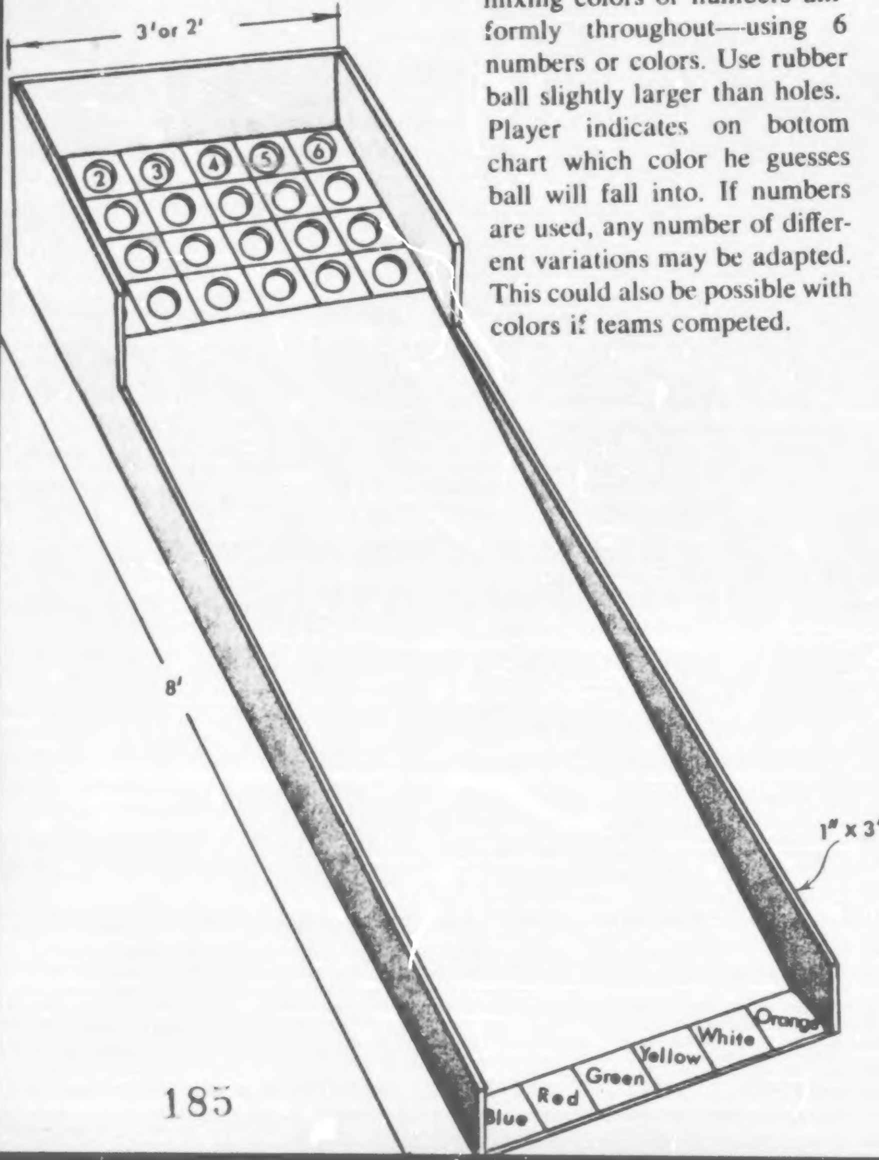
166.

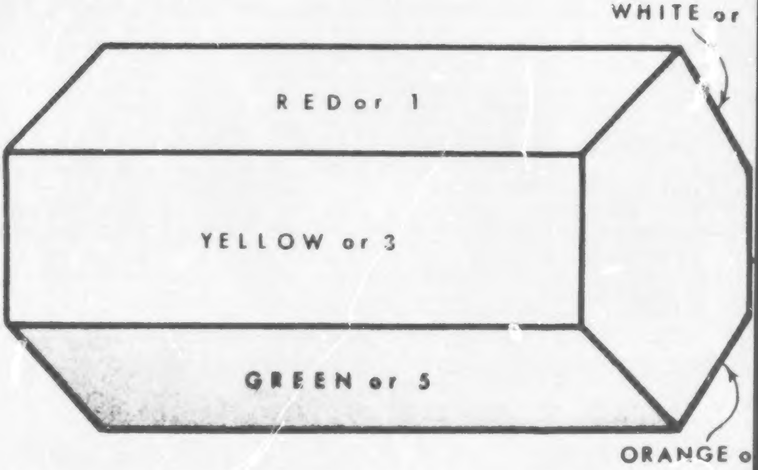
Ball Rolling


Holes slightly smaller than ball.
Wedge to make balls roll back.
Ball Return
96"
37"

167. Ball Rolling Game

Paint or number each square, mixing colors or numbers uniformly throughout—using 6 numbers or colors. Use rubber ball slightly larger than holes. Player indicates on bottom chart which color he guesses ball will fall into. If numbers are used, any number of different variations may be adapted. This could also be possible with colors if teams competed.


3' or 2'
2
3
4
5
6
8'
1" x 3
Blue
Red
Green
Yellow
White
Orange

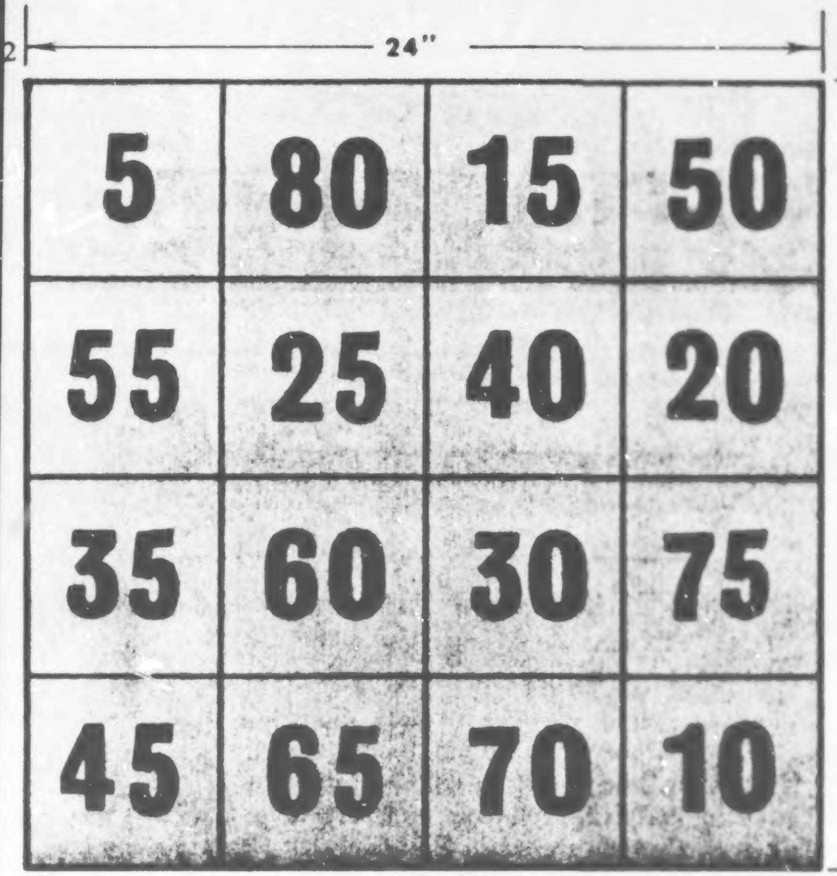


168. Block Rolling Game

Make either 6- or 8-sided rolling block out of 4" x 4" or 6" x 6" lumber. File corners (edges) slightly to make block roll more freely. Paint each flat surface a different bright color. Let students roll block on table or floor and guess which color will be on top when block stops. If player guesses correct color, he wins. Numbers may be used instead of colors. A blanket on top of table make an ideal rolling surface. Another good carnival game for prizes. Block usually 12" to 18" long.

Any type of small object like below is good to use with this game. Player may put something on the color he chooses before rolling to point out his guess. Several may play at one time by picking colors and taking turns rolling the block.

1	3	5	2	6	4
RED	YELLOW	GREEN	ORANGE	BLUE	WHIT



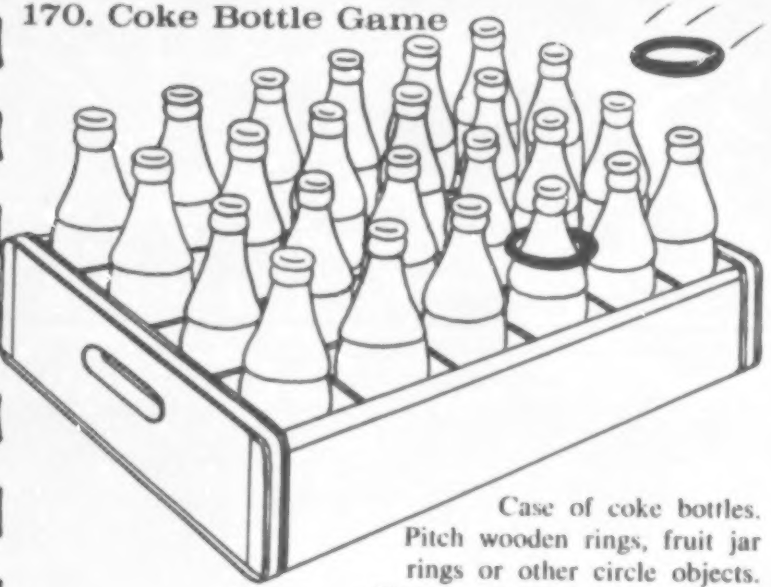
5	80	15	50
55	25	40	20
35	60	30	75
45	65	70	10

169. Bull Board

Make from ¼ inch or ⅜ inch plywood. Paint background one color, lines another color and numbers still another color. Bright colors should be used. (May be made on paper or heavy cardboard but permanent boards prevent attendants from having to draw new boards each time). Rubber jar rings or small bean bags used to pitch at squares.

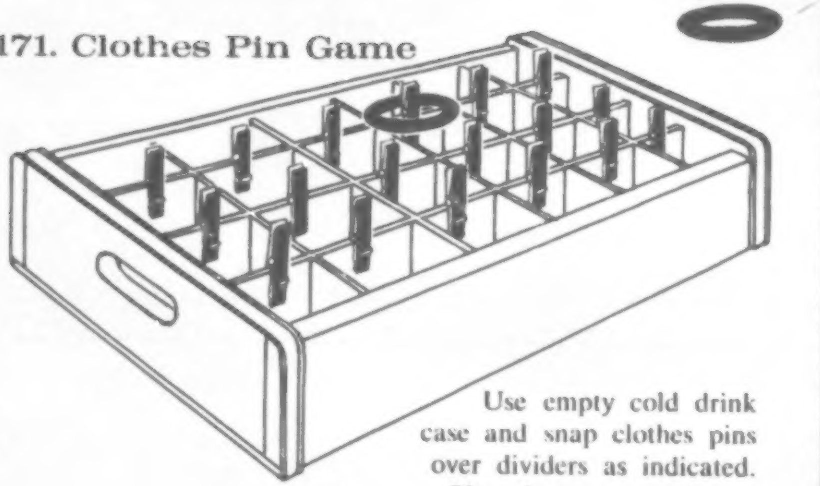
Draw line a few feet from board. Let each player toss three times into the numbered squares. The player with the highest score wins.

170. Coke Bottle Game



Case of coke bottles. Pitch wooden rings, fruit jar rings or other circle objects. Player putting ring over top of a bottle is a winner.

171. Clothes Pin Game



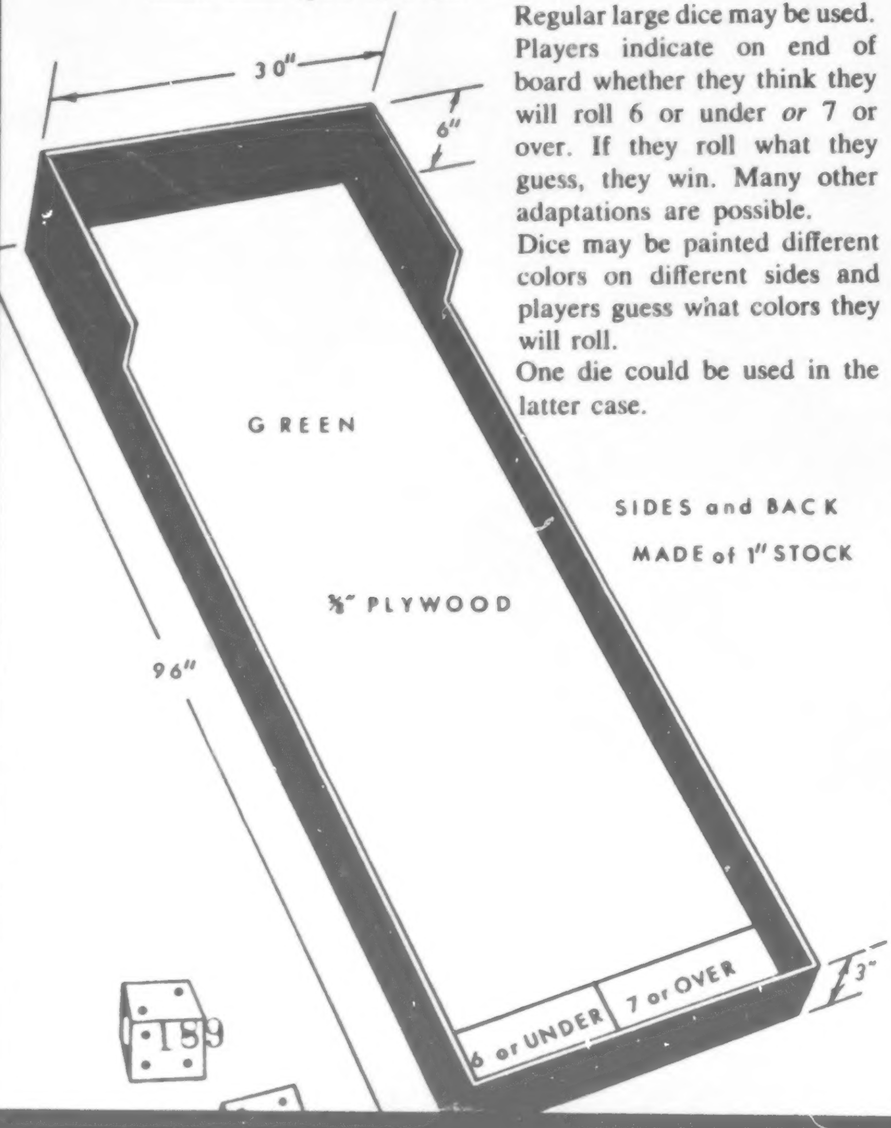
Use empty cold drink case and snap clothes pins over dividers as indicated. Play the same as above. For a change, fortunes or other items may be clipped to pins.

172. Dice Board

Make large dice (1¼" x 1¼") out of wood. Use small drill to make small spots in wood. Paint these black and rest white. Regular large dice may be used. Players indicate on end of board whether they think they will roll 6 or under *or* 7 or over. If they roll what they guess, they win. Many other adaptations are possible.

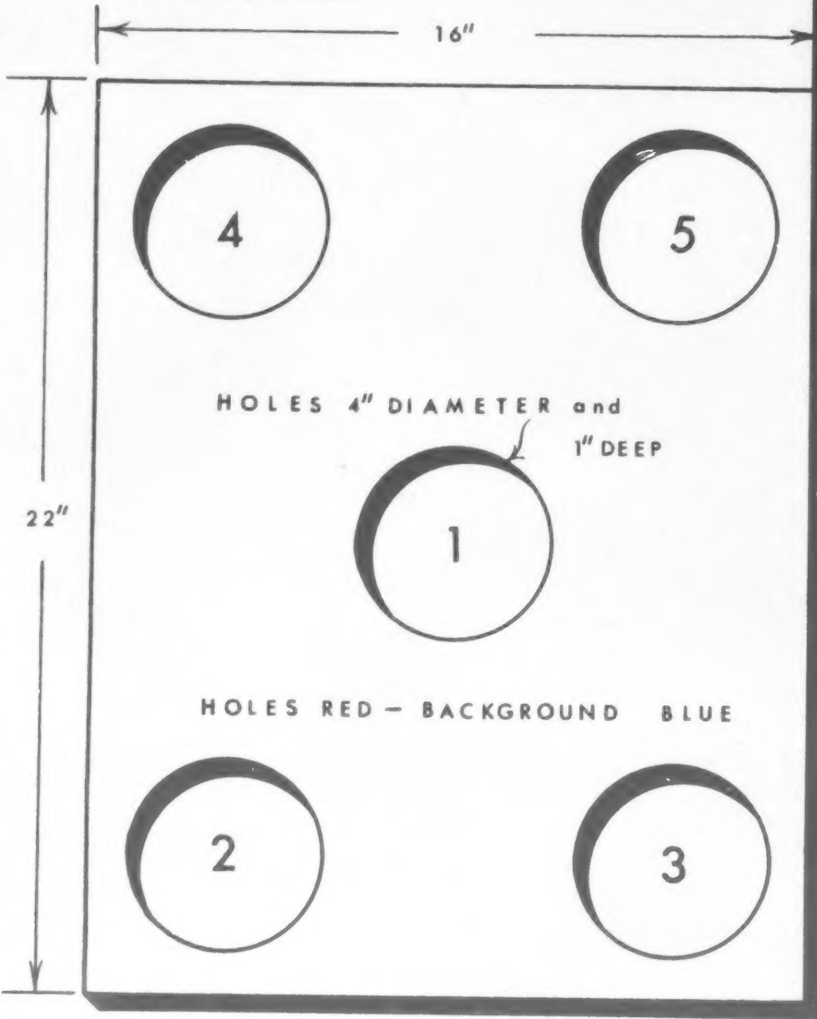
Dice may be painted different colors on different sides and players guess what colors they will roll.

One die could be used in the latter case.

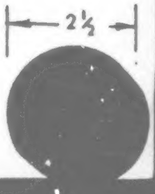

30"
6"
GREEN
SIDES and BACK
MADE of 1" STOCK
⅜" PLYWOOD
96"
7 or OVER
6 or UNDER
3"

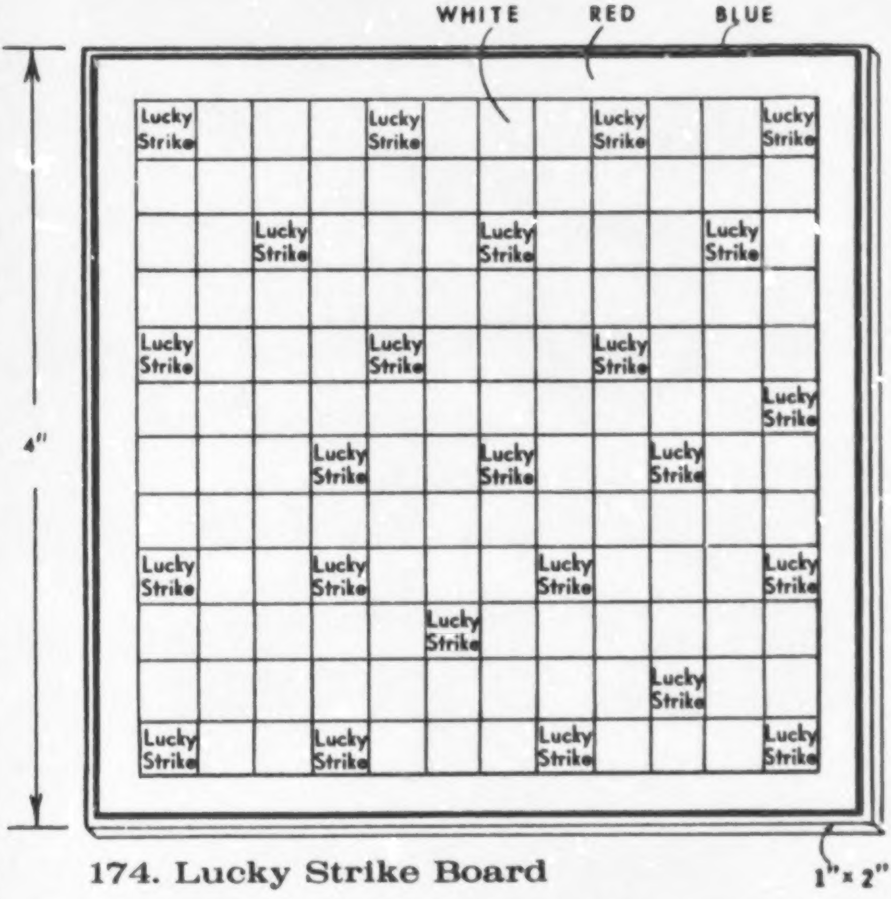
175

173. Disc Toss


16"
22"
4
5
HOLES 4" DIAMETER and
1" DEEP
1
HOLES RED – BACKGROUND BLUE
2
3

Extra Block Under Each Hole For Bottom
Discs are cut from masonite and
painted different colors





174. Lucky Strike Board

Made of ⅝" plywood with 1" x 2" border. 3" squares. Pitch pennies or similar objects. If one lands in "Lucky Strike" zone, without touching any part of a line, player wins prize.

For carnivals, a rack may be made to hold (snugly) a certain number of packages of different brands of cigarettes. Every fourth or so package should be Lucky Strike. If a player pitches penny inside circle on any Lucky Strike package, he wins package of cigarettes or some other prize.

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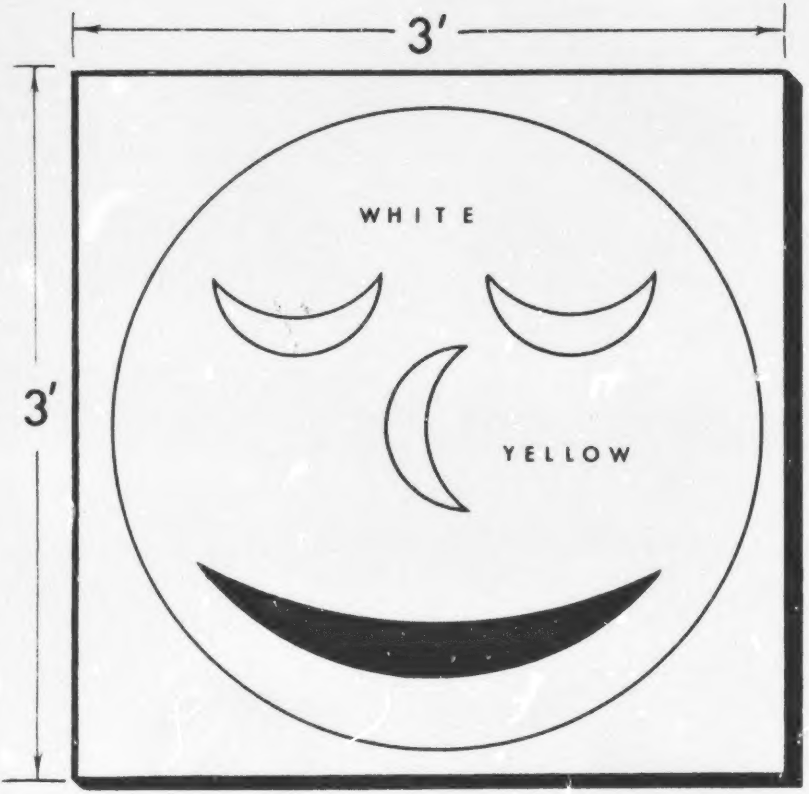
175.
Matching Bottle Caps

Board may be made from hea paper or cardboard by drawi the diagram to left. Howeve permanent boards may be ma from ¼ inch plywood at mai tenance department and pai ed or varnished with circles a numbers actually painted in whatever color desire (Checkerboards may be ma the same way).

Dimensions of board optional, depending on the size desire Two boards needed for playing game. Sixteen bottle ca (checkers, beans, or other objects may be used).

Two players sit opposite each other. Each has his board front of him and a supply of bottle caps or other object (Eight for each player). The first player holds a magazine other object between the boards to hide his board from oth player. The player holding the object between the boards sa to his opponent, "I'll match you." Then each player puts thr bottle caps on any three circles of his board. After the six ca have been placed, the first player takes away the magazin Wherever the caps match (are on the same numbers), the fir player wins the matching caps from his opponent. If no ca match, he wins none. The players take turns holding the ma azine and matching each other. The winner is the first to wi all the bottle caps from his opponent.

When a player is down to one or two caps, he puts as ma as he has on the board and his opponent puts down the sam number.



176. Moon Face Throw

Made from any type board—preferably plywood. Use bean bags. Try to throw through mouth. Distance from board depends on resident level.

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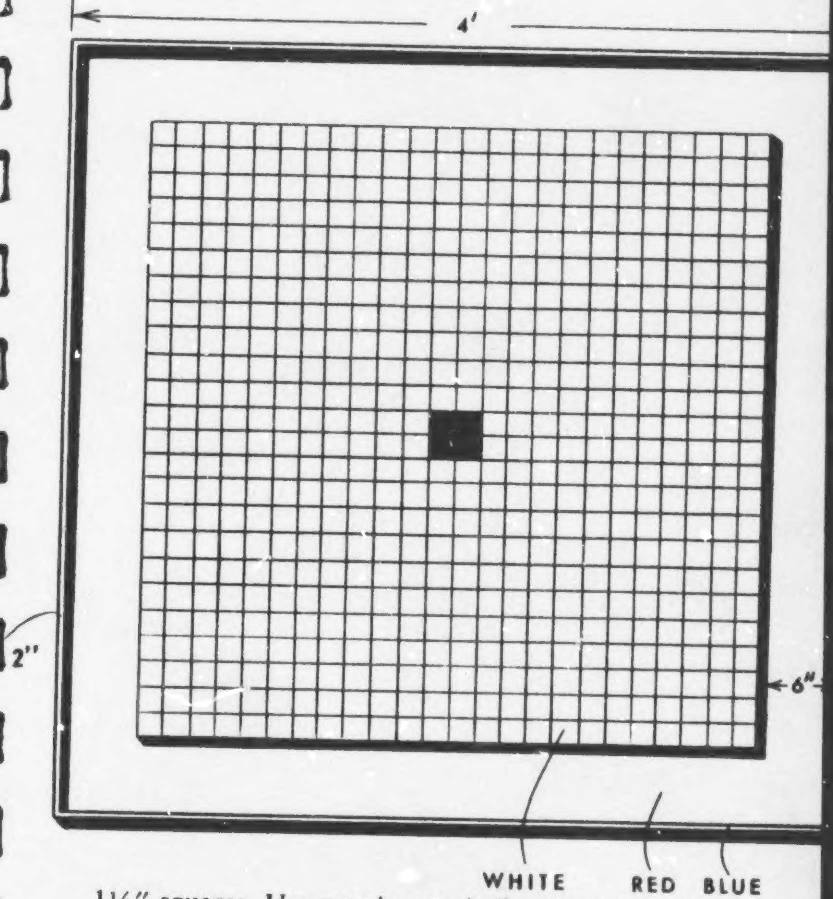
177. Penny Pitching Board

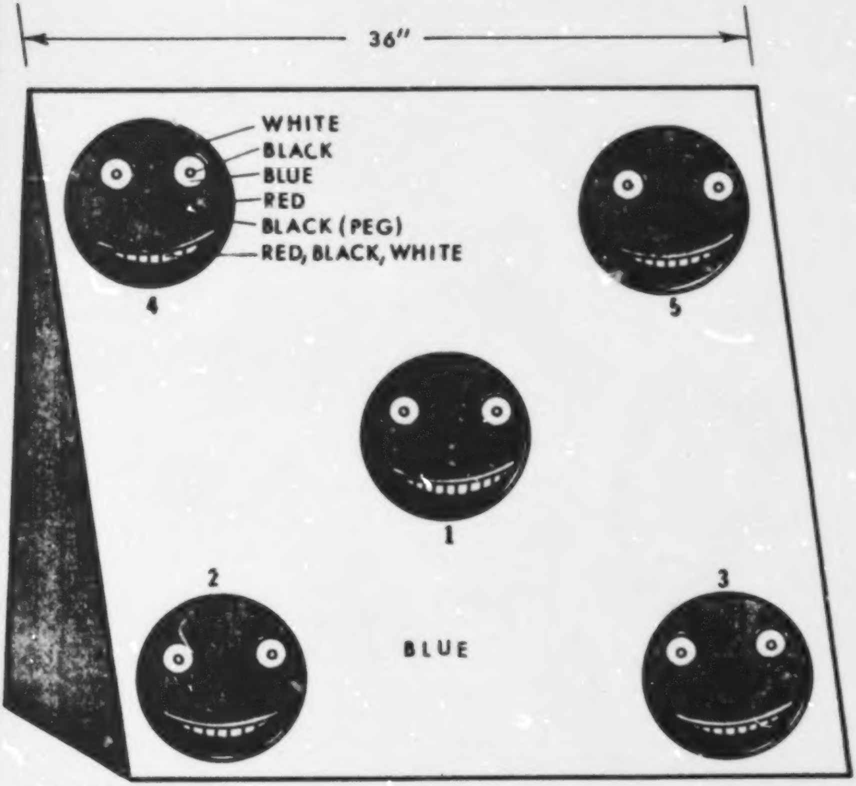
17



1½" squares. Use pennies or similar size circles made from broken phonograph records, slugs, buttons, etc.

May be used in many ways, such as those given below:

1. Penny falling in a blank square without touching adjoining sides wins a prize. Penny falling in black square wins jackpot.
2. Number squares (1 to 10 mixed)—penny in a square wins that numbered prize or that number of additional pitches, etc.
3. Paint squares different colors (Red, Blue, Black, Green, White, etc.) and player wins if he gets in square painted


36″
WHITE
BLACK
BLUE
RED
BLACK (PEG)
RED, BLACK, WHITE
4
5
1
2
3
BLUE

178. Ring Toss-A

Stands and slopes a little to the rear at top. Hinged back to make stand. Rope across bottom.

5″ pegs.—¾″ in diameter in nose of each face. Faces painted on plywood. Pegs may be made from ¾″ round or broken broom handles, etc.

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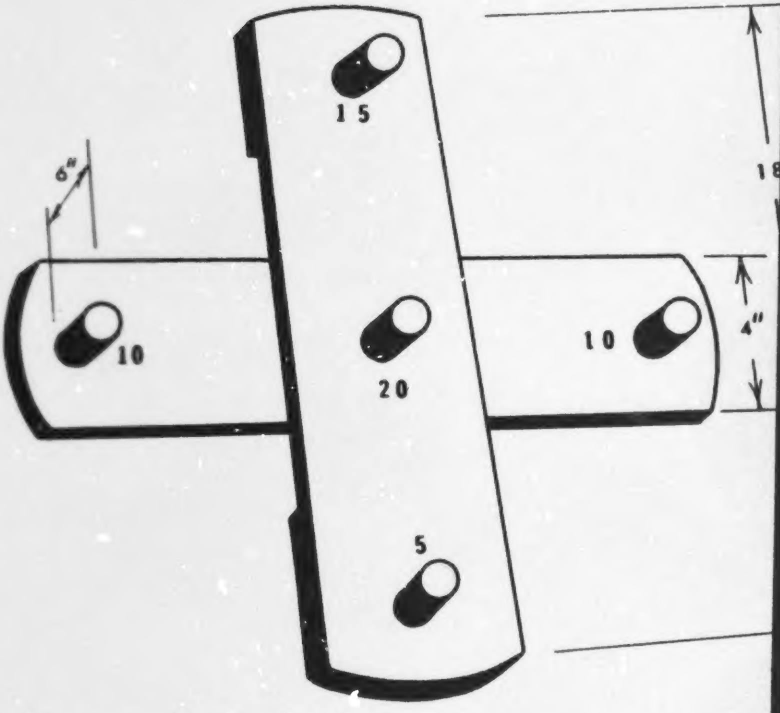
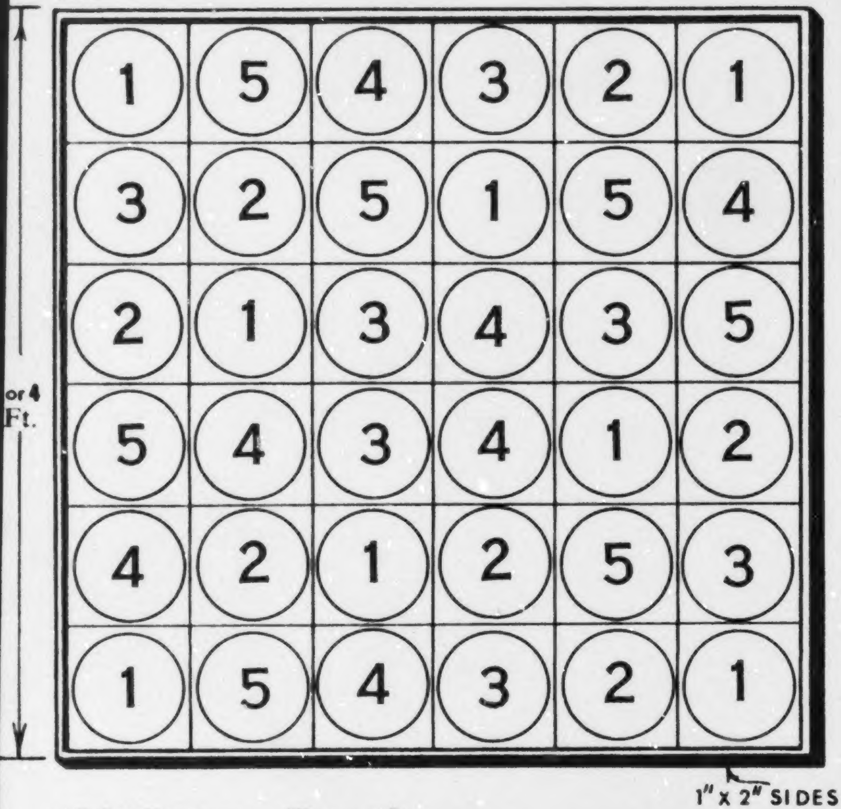


179. Ring Toss-B

Pegs 6″ high and ¾″ in diameter except center peg which is 4″ high.
Use fruit jar rings, wooden rings or rope rings.

Older and brighter residents stand farther from the pegs in order to make the game more difficult. Those less capable, may stand closer and count only the total number of pegs ringed by the rubber rings rather than a point score.



180. Saucer Board

⅜" plywood painted bright color. Place on floor, table or stand to use.

May be used in many ways. Circles may represent saucers with numbers in them or plain saucers may be used. Pitch pennies, slugs, buttons or similar objects. Prizes may be numbered and player wins prize his penny stays in. Or he may win by pitching penny in any saucer. Circles with or without numbers may be painted on board. Different colored circles or saucers may be used instead of numbers. Different adaptations may be used for different ages and levels of residents. Good for all ages and levels as well as bedfast and wheelchair residents.

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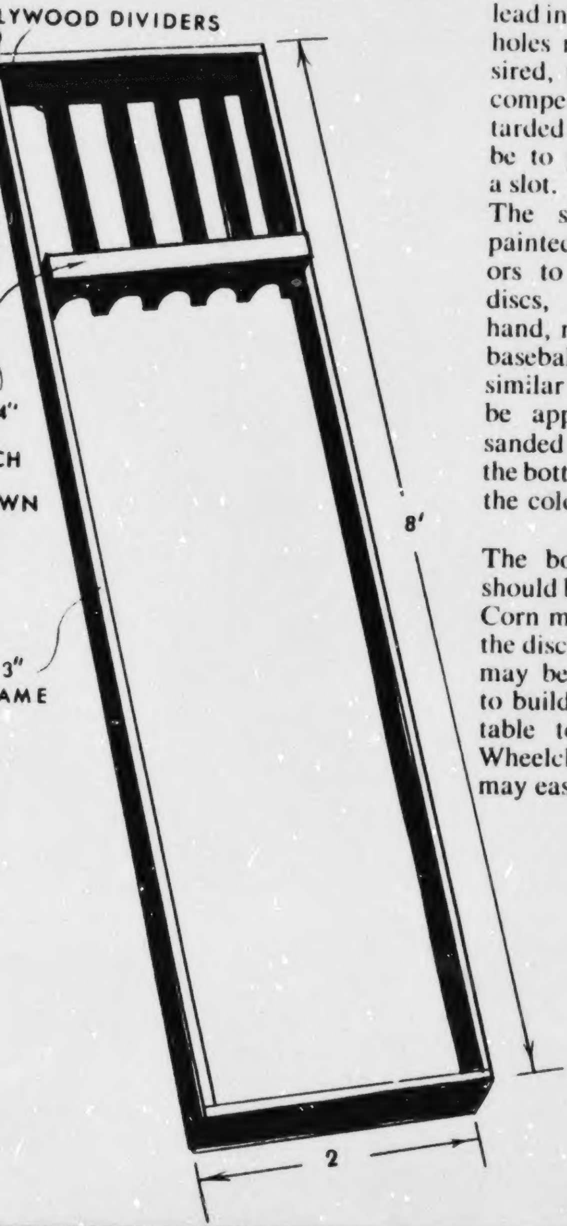
181. Shuffleboard-A

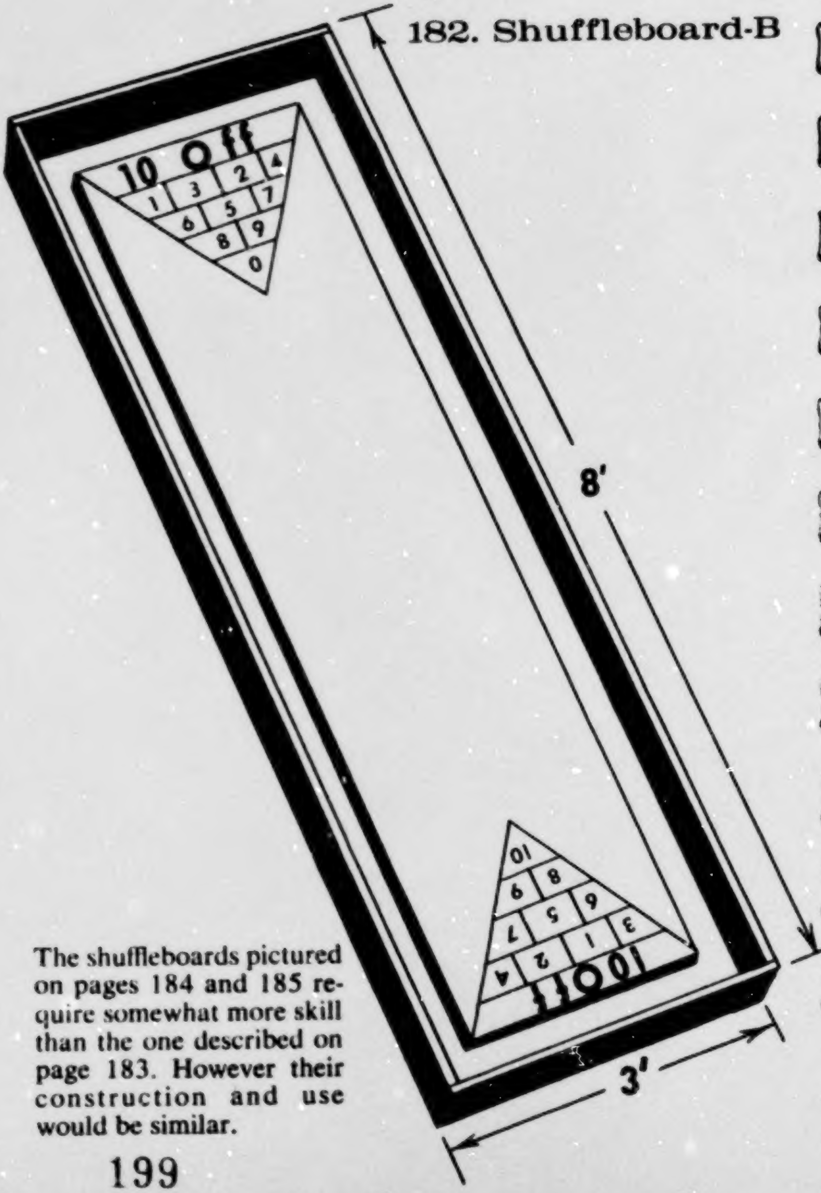


The holes in the 2″ x 4″ boar lead into the slots behind. Thes holes may be numbered if desired, to make the game mor competitive. For severely retarded residents, the goal migh be to put one of the discs i a slot.

The shuffleboard should b painted two or three bright colors to attract attention. Th discs, which are pushed b hand, may be cut from broke baseball bats, 1½″ round, o similar material. They shoul be approximately ⅜″ thick sanded smooth and waxed o the bottom with the tops painte the colors desired.

The bottom of the plyboar should be varnished and waxed Corn meal or powder will hel the discs slide freely. This gam may be carried from buildin to building and will lie on any table top or folding holder Wheelchair and bed patients may easily use this game.

182. Shuffleboard-B



The shuffleboards pictured on pages 184 and 185 require somewhat more skill than the one described on page 183. However their construction and use would be similar.

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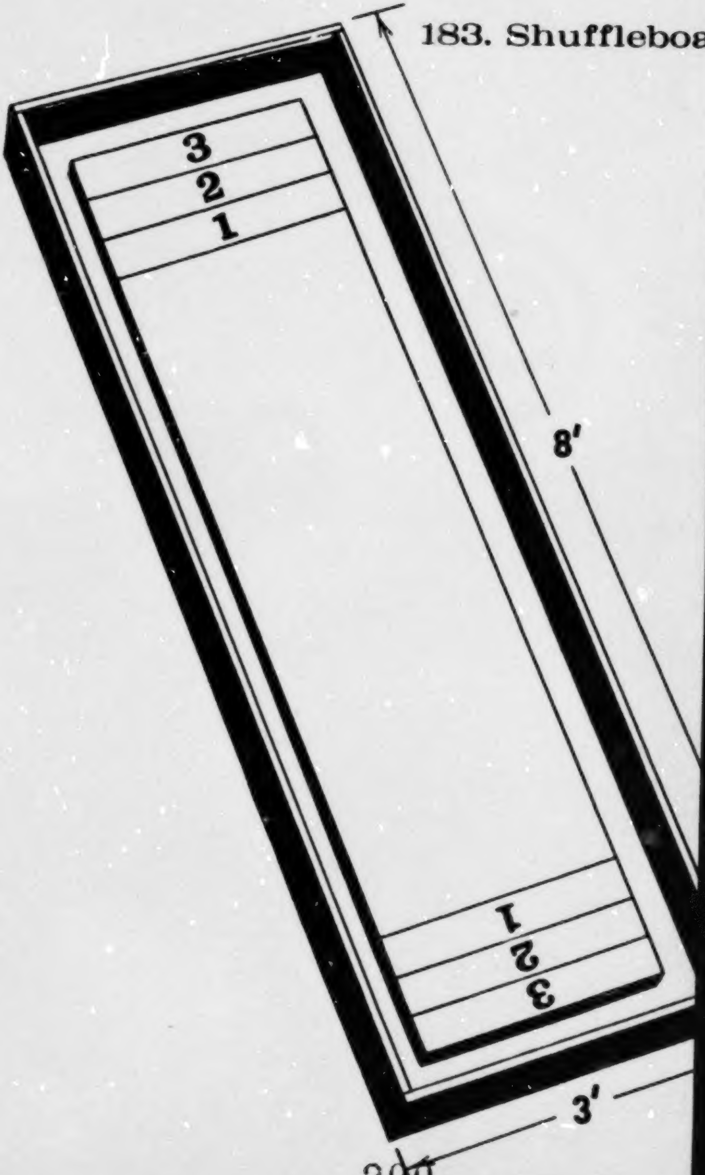
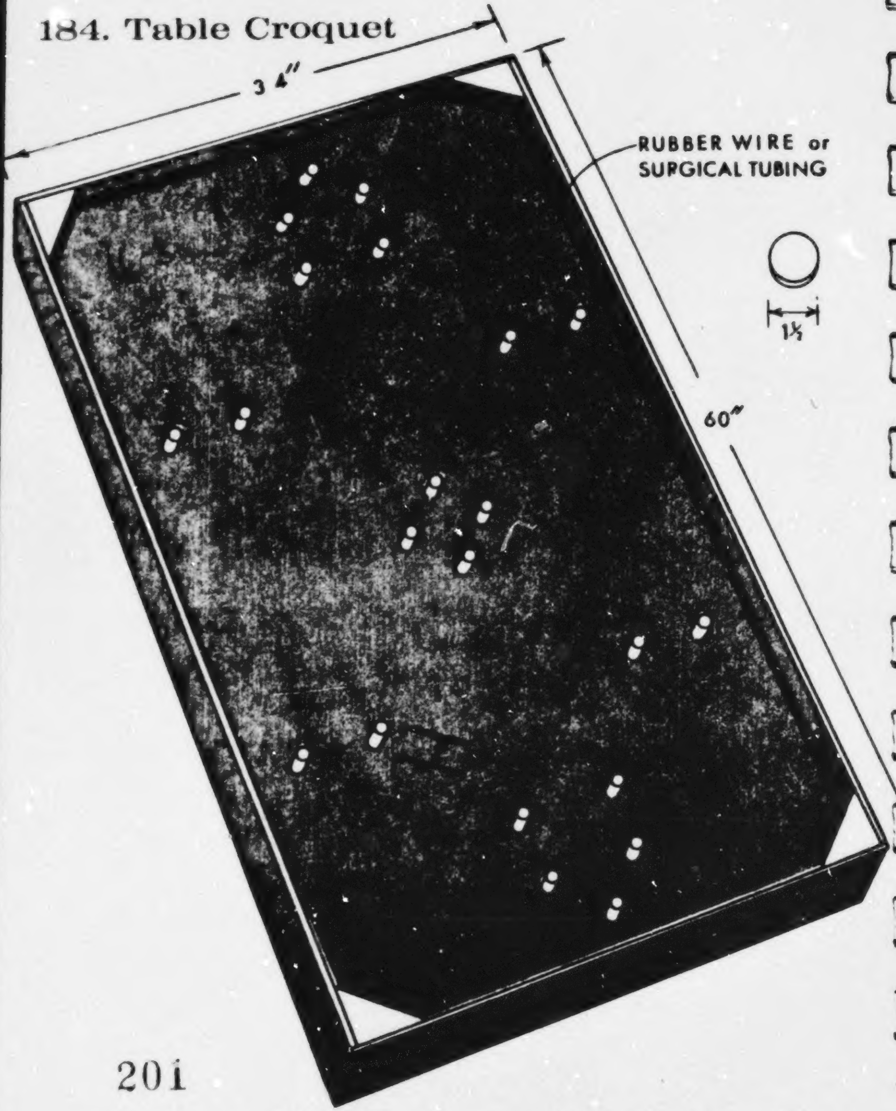
183. Shuffleboa



184. Table Croquet


34″
RUBBER WIRE or SURGICAL TUBING
1½
60″

201

Plyboard bottom, 1″ x 3″ sides, surrounded by rubber wire or by surgical tubing.

Pegs ⅜″ in diameter and 1¼″ high. Cues 1¼″ or 1½″ by 3⁄″ thick, colors on top. Same type cue sticks as for table

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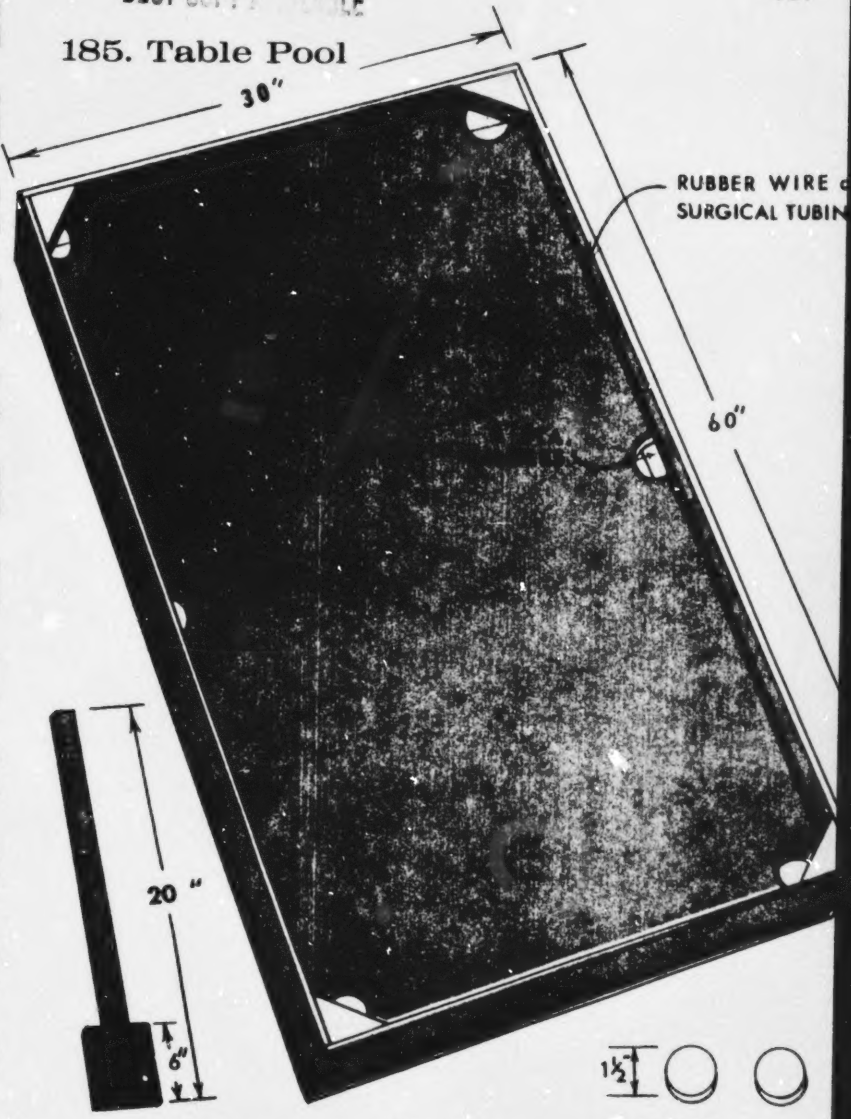
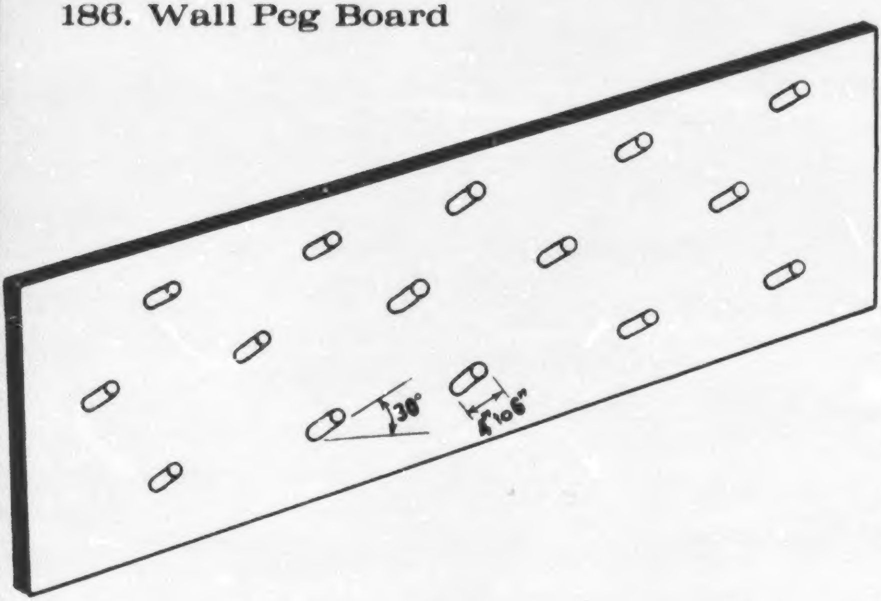
185. Table Pool


30"
60"
RUBBER WIRE
SURGICAL TUBIN
20"
6"
1½"

202

Cue "balls" may be cut from broken bats or 1½" wooden dowels. Cue sticks may be made from broom handles. Varnish plywood table top and keep slick with shuffleboard wax or powder.

186. Wall Peg Board



Board made to hang on or attach to wall. Pegs 4″ to 6″ long with a 30 degree upward slope. Rings may be made from rope.

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APPENDIX

APPENDIX A

Service and Professional Organizations

American Association on Mental Deficiency
P. O. Box 96
Willmantic, Connecticut

Child Study Association of America
9 East 89th St.
New York 28, N. Y.

National Association for Mental Health
10 Columbus Circle
New York 19, New York

National Association for Retarded Children, Inc.
386 Park Avenue South
New York 16, New York

National Recreation Association
8 West Eighth Street
New York, New York

The National Society for Crippled Children and Adults, Inc.
11 South La Salle Street
Chicago 3, Illinois

Ontario Association for Retarded Children
48 Deepwood Cres.,
Don Mills, Ontario

United Cerebral Palsy Association, Inc.
321 West 44th Street
New York 36, New York

APPENDIX B

General Publications on Mental Retardation and Recreation

American Association for Health. *Physical Education and Recreation. How We Do It Game Book*. Washington, D. C. Second Edition, 1959.

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Bancroft, Jessie H. *Games for the Playground, Home, School, and Gymnasium*. New York: Macmillan Co., 1936. $7.00.

Boyd, Neva I. *Handbook of Games*. Chicago: H. T. Fitzsimmons Co.

———. *Folk Games*. Chicago: H. T. Fitzsimmons Co.

———. *Gymnastic Play*. Chicago: H. T. Fitzsimmons Co.

———. *Hospital Games*. Chicago: H. T. Fitzsimmons Co.

Boy Scouts of America. *Scouting With Mentally Retarded Boys*. New Brunswick, New Jersey.

———. *Scouting with the Handicapped*. New Brunswick, New Jersey.

Braaten, J., 48 Deepwood Cres., Don Mills, Ontario, Canada (Source). *Mimeographed Collections of Singing Games, Quiet or Table Games, Finger Plays and Camp Songs*.

Carlson, Bernice Wells and Gingland, D. R. *Play Activities for the Retarded Children*. Nashville, Tennessee: Abingdon Press. $4.00.

Chapman, Frederick M. *Recreation Activities for the Handicapped*. New York: Ronald Press Co., 1960. $5.75.

Corbin, Don H. *Recreation Leadership*. New York: Prentice Hall.

Cotton, Paul D. "Providing Recreational Services for Mentally Retarded at a State Institution," *Recreation for the Ill and Handicapped*, 1962. Bill L. Smith, Executive Secretary, 500 Newton Road, Iowa City, Iowa. $3.00 per year.

Curtis, Henry S. *Play and Recreation*. Chicago: Guin and Company, 1961.

Dittman, Laura L. *The Mentally Retarded Child at Home*. Superintendent of Documents. Washington 25, D. C. 100 pp., $ .35.

Frank, Dr. H. F., Ontario Hospital, Smith's Falls, Ontario, Canada (Source). *Activities and Games for the Mentally Retarded*.

Frankel, Lillian and Godfrey. *One Hundred and One Best Games for Girls*. New York: Sterling Publications.

Girl Scouts of America. *Working with the Handicapped, A Leader's Guide*. 155 East 44 Street, New York, N. Y.

———. *Girl Scouting for the Handicapped*. 155 East 44 Street, New York, N. Y.

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Education Progress Service, Randolph, Wisconsin.
Federal Security Agency, U. S. Gov't Printing Office, Washington, D. C.
H. W. Wilson Co., New York, N. Y.
New York State Department of Mental Hygiene, Albany, New York.

State Universities and State Film Libraries.
New York University, New York, N. Y.
Pennsylvania State College, State College, Pennsylvania.

APPENDIX C

Arts and Crafts

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Dubin, Sidney. *Mat Stick Projects.* Cleveland Crafts, 4 East 16th Street, New York 3, N. Y.

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Linse, Barbara Bucher. *Well Seasoned Holiday Art.* San Francisco: Pearon Publishers, Inc. $1.00.

Project and Idea Folio (No. One Elementary). American Crayon Co., 1706 Hayes Ave., Sandusky, Ohio. $1.50.

Randall, Grace A. *Things To Make in Arts and Crafts.* Darien, Connecticut: The Educational Publishing Corporation. $1.15.

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Spear, Marion R. *Keeping Idle Hands Busy*. Waupun, Wisconsin: The Handicrafters.

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APPENDIX D

Music and Rhythms

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Groetzinger and Gode. *Play and Sing*. Wilkinsburg, Pennsylvania: Hayes Publishing Co. $1.50.

Hamlin, Alice and Guessford, Margaret. *Singing Games for Children*. Cincinnati, Ohio: The Willis Music Company. $2.50.

Long, Grayce E. *Laughter and Song*. Boston: The Boston Music Co.

MacCarteney, Laura P. *Songs for the Nursery Schcol*. Cincinnati, Ohio: The Willis Music Company. $2.50.

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Poulsson, Emilie. *Finger Plays for Nursery and Kindergarten*. New York: Lothrop, Lee and Sheppard Co., Inc., 419 Fourth Avenue, New York 16, N. Y. $2.50.

Wiechard, Angela C. *Today's Tunes for Children*. Minneapolis, Minnesota: Schmitt, Hall and McCreary Co.

Wood, Lucille and Scott, Louise. *Singing Fun*. Atlanta: Webster Publishing Co. $2.32.

APPENDIX E

Sources of Equipment and Supplies

Alberta's Ceramic Supply
5434 N. Peters Street
New Orleans 17, Louisiana

American Art Clay Company
4717 W. 16th Street
Indianapolis 24, Indiana

American Desk Mfg. Co.
Temple, Texas

American Handicraft Company
Advertising Department
1001 Foch Street
Fort Worth 2, Texas

American Playground Device Co.
Anderson, Indiana

American Reedcraft Corporation
417 LaFayette Street
Hawthorne, New Jersey

American Seating Co.
Dallas, Texas

The American Thread Co.
260 West Broadway
New York 13, N. Y.

Archer Plastics, Inc.
1125 Close Ave.
Bronx 72, N. Y.

The Arrow Rubber and Plastics
Box 104
West Englewood, New Jersey

Athletic Trainers Supply Co.
427 Broadway
New York 13, N. Y.

Banner Plastics Corporation
80 Beckwith Ave.
Paterson 3, New Jersey

Barr Rubber Products Co.
Sandusky, Ohio

Better Gift Service, Inc.
4505 Liberty Ave.
Pittsburgh 24, Pa.

Stanley Bowmar Co., Inc.
Valhalla, New York 10595

Milton Bradley Co.
Springfield 2, Mass.

Brodhead Barret Company
4560 East 71st Street
Cleveland 5, Ohio

California Ceramics, Inc.
12422 East Carson Street
Artesia, California

Childcraft Equipment Co., Inc.
155 E. 23rd Street
New York 10, N. Y.

Childhood Interest, Inc.
Factory—Roselle Park,
New Jersey
Showroom—200 5th Ave.,
New York, N. Y.

Childplay of New York, Inc.
203 West 14th Street
New York 11, N. Y.

Children's Music Center, Inc.
5373 West Pico Blvd.
Los Angeles 19, California

Community Playthings
Rifton, New York

Cooperative Recreation Service, Inc.
Radnor Road
Delaware, Ohio

H. Davis Toy Corp.
794 Union St.
Brooklyn 15, N. Y.

Diamond Yarn Corporation
10 West 29th Street
New York 1, N. Y.

Game-Time, Inc.
Littlefield, Michigan

General Playground Equipment Co.
1139 South Courtland Avenue
Kokomo, Indiana

Giant Manufacturing Company
Council Bluffs, Iowa

The Gong Bell Mfg. Co.
East Hampton, Conn.
200 Fifth Ave., New York, N. Y.

J. L. Hammett Company
Cambridge, Mass.

Frederick Herrschner Co.
72 E. Randolph Street
Chicago 1, Illinois

Holland Mold, Inc.
1040 Pennsylvania Avenue
Trenton 8, New Jersey

Hoover Bros., Inc.
Temple, Texas and
Kansas City, Mo.

House of Ceramics, Inc.
2481 Matthews
Memphis 8, Tennessee

The House of Wood and Crafts
3408—12 North Holton St.
Milwaukee 12, Wisconsin

Ideal Toy Corporation
200 Fifth Ave.
New York 10, N. Y.

Irwin Corporation
85 Factory St.
Nashua, New Hampshire

Alan Jay
3547 Webster Ave.
New York 67, N. Y.

Jolly Toys, Inc.
459 West 15th Street
New York 11, N. Y.

Kiln Paragon Industries
Box 10133
Dallas 7, Texas

Knickerbocker Toy Co.
1107 Broadway
New York 10, N. Y.

Merribee Art Embroidery Co.
1515 University Drive
Fort Worth 2, Texas

National Handicraft Co., Inc.
199 Williams St.
New York 38, N. Y.

Norman Ceramics Company, Inc.
Mamaroneck, New York

Playground Equipment
The Mexico Forge, Inc.
Mexico, Pennsylvania

Playtime Products, Inc.
Warsaw, Indiana

Practical Drawing Co.
Box 5388
Dallas, Texas

Recreation Equipment Corporation
Anderson, Indiana

School Playthings, Inc.
109 West Hubbard Street
Chicago, Illinois

Selected Equipment for School Activities
Beckley-Cardy School Buyers
1900 North Naragansett
Chicago 29, Illinois

Shreveport Ceramic Supply
444 Olive Street
Shreveport, Louisiana

Stewart Clay Co., Inc.
333 Mulberry St.
New York 13, N. Y.

Sun Rubber Co.
Barberton, Ohio

Tandy Leather Co.
609 Laura Street
Jacksonville 2, Florida

Terrace Ceramic Supply
403 Sterlington Road
Monroe, Louisiana

Thrift Mailmart
Wantagh, New York

Walco Toy Co., Inc.
38 West 37th Street
New York 18, N. Y.

Lee Wards
Liberty and Page Avenues
Elgin, Illinois

Whitman Publishing Co.
1220 Mound Ave.
Racine, Wisconsin

Wolverine Sports Supply
3666 South State Street
Ann Arbor, Michigan

APPENDIX F

Residential Facilities Participating In Attendant Training Project

Abilene State School
Abilene, Texas

Arkansas Children's Colony
Conway, Arkansas

Austin State School
Austin, Texas

Caswell Center
Kinston, North Carolina

Children's House
Ruston, Louisiana

Clover Bottom Hospital and School
Donelson, Tennessee

Denton State School
Denton, Texas

Ellisville State School
Ellisville, Mississippi

Enid State School
Enid, Oklahoma

Frankfort State Hospital and School
Frankfort, Kentucky

Gracewood State School and Hospital
Gracewood, Georgia

Greene Valley State Hospital and School
Greeneville, Tennessee

Hammond State School
Hammond, Louisiana

Henryton State Hospital
Sykesville, Maryland

Hissom Memorial Center
Sand Springs, Oklahoma

Hospital for Mentally Retarded at Stockley
Georgetown, Delaware

Leesville State School
Leesville, Louisiana

Lufkin State School
Lufkin, Texas

Lynchburg State School and Hospital
Colony, Virginia

Mexia State School
Mexia, Texas

Murdock Center
Butner, North Carolina

O'Berry Center
Goldsboro, North Carolina

Outwood State Hospital and School
Dawson Springs, Kentucky

Partlow State School and Hospital
Tuscaloosa, Alabama

Paul's Valley State School
Paul's Valley, Oklahoma

Petersburg Training School and Hospital
Petersburg, Virginia

Pinecrest State School
Pineville, Louisiana

Pineland, A State Training School and Hospital
Columbia, South Carolina

Rosewood State Hospital
Owing Mills, Maryland

Sunland Training Center at Fort Myers, Lee County
Fort Myers, Florida

Sunland Training Center of Dade County
Hollywood, Florida

Sunland Training Center at Gainesville
Gainesville, Florida

Sunland Training Center at Marianna
Marianna, Florida

Sunland Hospital at Orlando
Orlando, Florida

Travis State School
Austin, Texas

Western Carolina Center
Morganton, North Carolina

West Virginia Training School
St. Marys, West Virginia

Whitten Village
Clinton, South Carolina